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ABSTRACT

Designed specifically for the home-based component of Head Start, this parent education program aims to foster more effective, positive, and satisfying parenting skills and relationships. Part I of the handbook provides an overview of the program as well as guidelines for working with adults. Addressed to the program leader, Part II offers specific information on the development and implementation of the parenting awareness program. Part III provides the content and supporting material for eight 2-hour sessions for 8 to 12 adults. Topics addressed include: (1) recognizing strengths/self concept; (2) family/parental influence; (3) child development; (4) communication; (5) encouraging appropriate behavior in young children; (6) preventing inappropriate behavior in young children; (7) play is learning; and (8) at home educational activities. The section for each topic provides information that is for the facilitator, about lesson design, and concerns activities to be done at home. A handout for parents completes each section. Guidelines for formative and summative evaluation are included in the handbook, as are (1) lists of free and inexpensive materials and community resources and (2) appendices providing basic information about children's art, child development, incidental learning, and creative ideas for utilizing the home as an environment for learning. (RH)

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Parent and Child:

A Parenting Awareness Program for Home Based Head Start

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PARENT AND CHILD:

A PARENTING AWARENESS PROGRAM

FOR

HOME BASED HEAD START

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This handbook is dedicated to

Kathy Gehris

who unconditionally

gave her support, help, and guidance

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PARENT AND CHILD: A PARENTING AWARENESS PROGRAM FOR HOME BASED HEAD START

Introduction

The following parent education program was designed to foster more effective, positive and satisfying parenting skills and relationships. The intention is to help parents in the Head Start program feel better about themselves, their children, their families, and the interactions among all three. Teaching and reinforcing various parenting techniques, encouraging parents to make choices intentionally, and creating a support network are also important aspects of this program.

This program was designed specifically for the Home Based component of Head Start. There are eight two hour group sessions. These sessions can be implemented during the regularly scheduled center (activities/socialization) day. Each group consists of 8-12 parents depending on the caseload of the individual home visitor. The home visitor, parent involvement coordinator, or other component staff can lead the sessions. It is important, though, that the same person(s) lead all the sessions. Each session is self contained to allow for irregular attendance. Each session is designed to have a clear, simple topic and to be success oriented. One technique and/or activity to reinforce the topic is provided in each session. Other at

* (NOTE: The word facilitator and leader are used interchangeably throughout this program description.)

home activities are provided with the expectation that the home visitor will continue to work with individual parents on a weekly basis.

All the information needed to design and implement an eight week session is found in the following pages. Each individual session contains the following information and follows this order:

1. Facilitator information: Gives specific and background information and discusses the particular topic.
2. Design information: Gives the steps involved in implementing the session from beginning to end.
3. At home activities: Provides additional activities that can be assigned to parents on a weekly basis. These activities help to reinforce the topic.
4. Parent handout: This handout is a summary of the facilitator information. It includes a list of available resources and sometimes includes an at home activity for the week.

This program can be used as is or improvised as the needs of the program, parents, or facilitator dictates. Parents who have gone through this program have enjoyed it and found it helpful in improving their relationship with their children. It is the author's hope that you and your group will too.

Philosophy and Objectives

Home Base philosophy centers around the concept that the parent is the first and most influential educator of his or her child. Children, in interaction with their parents, learn thousands of things about the world they live in. This interaction influences their vision of themselves and their connection with others and the world. These early experiences make important differences to the rest of their lives.

Home Based programs must give parents (or parent substitutes and other appropriate family members) an opportunity to learn about:

1. Various approaches to childrearing.
2. Ways to enhance skill acquisition by using elements of the child's typical environment.
3. Ways to turn everyday experiences into constructive learning experiences for the child.
4. Ways of encouraging the child's language development.
5. Ways to enhance the child's social and emotional development.
6. Various possible effects of the interaction between parents, children, and other family members.
7. Specific information about health and nutrition.
8. Various resources in the community and how to use them.

These areas of learning are accomplished through the home visits, socialization experiences, other contacts, and special

workshops. The parent education program presented here is yet another way to help realize these primary Home Based Head Start areas of learning.

Parent and Child: A Parenting Awareness Program goes beyond these more general learnings. This program focuses more specifically on parenting: skills, feelings, problems, joys, and choices. The program was designed to:

1. Foster intentional choices in parenting techniques, decisions, and interactions.
2. Increase parent's awareness of themselves and their influence on their children and family.
3. Facilitate positive parent-child relationships.
4. Create a support network.

Parents spend much of their time nurturing and caring for their children and receive little or no care themselves. Support groups and parenting programs are a means for helping and nurturing each other.

This program is not meant to be judgemental of parent's values or methods of parenting. The program is based on the belief that within each person is the ability to solve personal problems, especially when surrounded by caring, supportive people. There is more than one solution to any problem. The parent group is together for members to help each other find the solutions that are right for their individual situations. A relaxed, informal setting is important; a setting where parents can be together, learn new information, practice new parenting techniques, discuss problems and solutions, and learn where to go

when additional help is needed.

Parents, as do all people, have the ability to make choices about themselves, their family life, and their relationships. To make choices intentionally, parents first have to be aware that there are choices to make. This program encourages parents to think about what they are doing, what they want, and the choices they have. It is the author's hope that in this way parents will become more aware of themselves and their interactions with their family members. In this way, they become familiar with patterns they wish to keep and patterns they wish to change.

Choices that parents make are influential. They influence themselves, their children, their family, and ultimately the world. It is the author's desire to challenge them to think and to awaken them to this responsibility.

WORKING WITH ADULTS

Adult Learning

All adult learners are unique. An adult learner is very much the product of his/her past life and experiences. An adult brings with him/her understandings, skills, attitudes and feelings that have personal meaning. Adults have developed concepts of themselves which also have an important influence on how they approach new learning experiences and which directly affect their behavior. For example: an adult who has had a poor school record will probably see any formal learning (classroom, workshop, or laboratory with a teacher and formal program) as another opportunity to fail and will avoid the situation. Whereas an adult who has had successful education experiences is likely to approach a formal learning situation with a positive attitude.

Every adult has his/her own learning style or method of bringing in new information most efficiently and making sense of it. There are a number of learning styles, but three primary ones. These are: 1. Hearing: listening to words, listening to others, and listening to sounds. 2. Visualizing: reading, looking at others, viewing television, reading charts, etc. 3. Touching/moving: touching, getting "feedback" from joints and muscles. Adults use all three of these learning styles (unless there is a physical impairment like blindness), but most people can identify a style that is strongest. A strong style is the style which is a person's most efficient way of learning, but it is not the only way. A teacher or facilitator can use various

strategies to help people with different learning styles. For example: talking and cassette tapes, illustrations and printed material, touch, and role playing can all be used. This program is designed to incorporate various strategies. Lectures, charts, handouts, discussion, and experiential activities are all used in the hope that all styles will be addressed.

In many teaching situations teachers have taken the responsibility of deciding what, how, and when to teach. The emphasis has been on a transmittal of knowledge from teacher to learner. Recently, however, it has been discovered that the above approach has proven ineffective in teaching adults. A new method of teaching which shifts the emphasis from teaching a body of knowledge to learning how to learn seems to be more effective. The adult in this case decides what, how, and when to learn. This is called self-directed learning. This type of learning helps to motivate adults because they can see the usefulness of the learning in their own terms, they accept responsibility for their own learning, and they learn what they desire to learn. It requires that the role of the educator be that of facilitator, guide, and supporter instead of transmitter of knowledge.

There are several ways that adults learn best. An awareness of these ways can be very helpful as important information is passed on to parents while implementing this program.

Adults learn best when:

1. They are comfortable.
2. They feel that their abilities are recognized. Capitalize on the parent's strengths. Remember that they

often have the answers to their own questions. Facilitate discussions in a way that the parents share their viewpoints and knowledge with each other.

3. Their needs, questions, and concerns are addressed. Try to tie information presented into parent's individual concerns.

4. They trust and have confidence in their instructor. Be honest. If you don't know the answer to a question say so, but then look into it. Refer parents to other sources whenever necessary.

5. They are active participants. Encourage parents to direct discussion to each other whenever possible.

6. They can discover a new concept for themselves.

7. All of their senses are activated. Don't just lecture. Use a variety of teaching methods to involve parents. Use charts, worksheets, experiential activities, books, music, role playing, games, etc. Be aware of how the parents in your group learn best.

8. Adults learn best with people they admire and with people who show them respect. Respect parents for who they are with their own special life experiences. Learn from them as they hope to learn from you and each other.

9. Adults learn best and are motivated by successful experiences.

Group Facilitation/Leadership

In this parent education program parents, with a leader, meet as a group for eight sessions. The group facilitator/leader is a necessary and vital part of the program. A leader may serve as facilitator, consultant, adviser, teacher, observer, or participant. Involvement, enthusiasm, creativity, and caring are all important characteristics of a group leader. The leader's role is to introduce the topic and activities, facilitate discussion among the participants, help keep the discussion focused and relevant, and to be time keeper. Facilitating the discussion is important. Parents share common experiences and should be encouraged to be active participants, not observers; to direct discussion to each other; to see each others' points of view; and to share personal experiences and ideas. It is in this way that parents can learn from and support each other. The leader should be respectful of and sensitive to individual differences in values among the participants. For example: cursing may be violently opposed by one household while being an everyday part of another. The group leader's function is to challenge members to discover what is right for them, not to persuade them to do or accept what the leader or other member's think is right. The leader is not an expert and should know his/her limitations and familiarize him/herself with local referral resources.

Building Trust. A climate that is conducive to discussion of parenting issues needs to be maintained so that participants can share problems and possible solutions openly and honestly.

This climate can be fostered by developing trust within the group. Many aspects come into play in developing this trust. Members must feel that they are truly listened to, are empathized with, and are respected. The group leader must be authentic. The leader's self-disclosure (revealing of one's own thoughts and feelings that are related to what's going on and not indiscriminate sharing of private life) offers a model to members that can motivate them to be real in their own interactions.

Confrontation also plays a role in developing trust. Trust will be greatly inhibited if confrontation is handled in a hit and run fashion and if verbal abuse is allowed. Leaders can help members see that confrontation can be handled in a way which is sensitive, yet direct; honest, yet caring. Disagreement can be expressed in a way that respects those whose opinions are being voiced. Challenging people is as important as supporting them. A timely challenge can help a person look at an aspect of themselves that they have been avoiding.

Confidentiality is another factor that is important in building trust. The leader should emphasize the importance of not discussing, outside the group, identities or specific situations discussed within the group. People will not openly discuss personal problems if the leader and members do not respect confidences.

This parent education program has a pre-designed structure, although flexibility is strongly encouraged. Each session needs an agenda which is initially designed by the facilitator. The more the group members are involved in the agenda and topic

selection the more receptive they will be, and as a result the more effective the program will be. One way members can be involved is by approving the agenda and the proposed timing of the agenda. For example: the members may agree on how much time is to be spent on each activity. Members can also prioritize the suggested discussion items on the agenda.

A facilitator/leader may use certain techniques during a session. These are:

Brainstorming This is a way to get a number of ideas out in a short amount of time. Members of the group call out ideas (no matter how farfetched) while someone writes them down exactly as said. Do not discuss or evaluate ideas at this time. Don't worry about duplication. Stop when ideas stop coming or when the predetermined time is up, then discuss, choose, and prioritize the ideas.

Setting priorities The leader helps the group decide which topics or activities it wants to deal with first, second, and so on.

Listening The leader should listen attentively and remain present to the group. This will enable the leader to summarize, clarify, focus, prevent too rapid closure of a discussion, and, in general, keep things understandable and moving.

Discussion While the group is exchanging ideas the leader should be aware of staying on the subject, keeping time, and giving opportunities for all to speak. The leader should generalize the topic wherever possible so as to include all the group members, while continuing to address an individual's

concern.

Conflict Sometimes conflicts among members arise. Withdrawal, overparticipation, and difficulty in reaching a decision can keep the group from being productive. The leader should suggest that interpersonal conflicts be brought out in the open and resolved in a constructive way. The leader can help prevent conflict through thoughtful planning, strictly observing group guidelines, directness, sensitivity, and positiveness.

Unfinished business If only one or two people are in a discussion for an extended period of time the leader might suggest that the discussion be completed after the session is over. This will help keep the group's energy level higher and also meet everyone's needs.

Consensus If the group needs to make a decision everyone needs to agree to it. Examples are: whether smoking is to be allowed; whether children are to be allowed in the room while a session is in progress.

Group facilitation/leadership takes skill and practice. The information presented here just touches on group process and a leader's role. To learn more about groups and leadership refer to Corey and Corey, Groups: Process and Practice; Parents Learn Through Discussion: Principles and Practice of Parent Group Education by Aline B. Auerbach, and/or Helping Parents in Groups by Braun, Coplon, and Sonnenschein.

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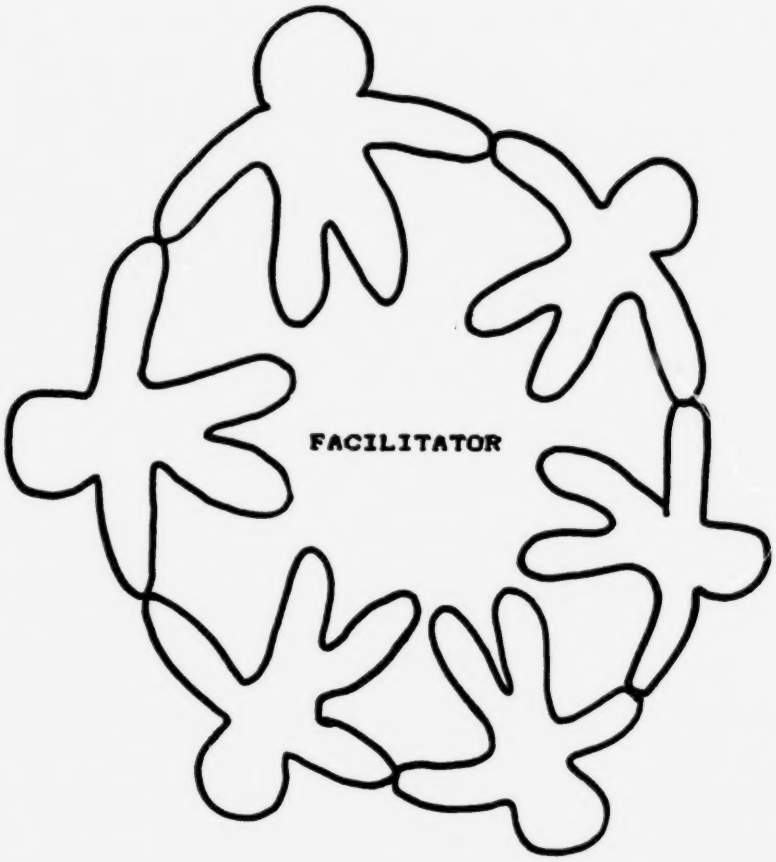

FACILITATOR

INTRODUCTION

The following pages give specific information for the development and implementation of the Parenting Awareness Program.

Each session is broken into four parts:

1. Facilitator information. Information given here is a guide for the leader. It provides background information and is not intended to be read to the group. The leader should feel free to locate and use additional resources to improve and supplement his/her presentation. The parent handout includes a listing of resources that may be helpful.

2. Design. The design page details the steps involved in implementing the session from beginning to end. Again, the facilitator should feel free to improvise so that the session more closely meets the needs of the group and facilitator.

3. At Home Activities. Here are follow-up at home activities for the parents. One activity should be assigned and explained at the end of each session. These activities will help parents practice, as well as reinforce, what has been discussed. Additional activities can be explained and assigned on a weekly basis by the home visitor. For these activities to be most helpful, it is important that they be discussed with the parent the week following their assignment.

4. Parent Handout. This sheet is for parents to keep. It is a simplified summary of the day's topic and lists resource books. Several of these handouts also have the at home activity printed on them.

The author suggests that all materials for each session be read through by the facilitator before he/she begins work on developing his/her part.

GETTING STARTED

Setup

Facility and Equipment. Facility and equipment needed is minimal. The facility that is used can be the one normally used for the activities (socialization/center) day. The room used for the parents should be seperate from the one used by the children. This will keep the noise level and interruptions down to a minimum while allowing for privacy. Tables, chairs, magic markers, large newsprint, and tape are all the materials that are needed.

Group size. The group should consist of no more than 12 adults. This would be the approximate number of adults in one home visitor's caseload.

Session breakdown. Each session lasts about two hours. Following are approximate amounts of time needed and general descriptions of the use of that time. This is based on an activity day lasting from 9:15 through lunch.

9:15 The parents and children arrive. Children have a snack. The parents have a snack and visit.

9:30 Children leave the parents and go with staff members to a nearby room to begin their center experience. The children's day is comprised of small and large group experiences, free play, outside play, music and art activities. Parents have their monthly business meeting. Here they may discuss fundraising projects, trade coupons and discuss other miscellaneous business items. At this time one or two pre-

assigned parents accompany the children to their play area. The parents that are with the children have an opportunity to interact with their own and other children and to observe the staff interacting with the children.

10:00 The parents with the children come back and join the others. At this time the previous month's home activities are discussed among the group, with the help of the facilitator.

10:30 The topic for the day and the agenda are introduced by the facilitator. After group members have asked questions, given suggestions, and made any adjustments to the agenda the facilitator begins discussion on the topic. The session design with handouts and at home activities is implemented now. A table displaying resources (books and free informational pamphlets from local agencies) should be set up.

11:30 The parent session is completed.

Agenda. An agenda is prepared by the leader for each session. On this agenda are the activities and time frame. This agenda is printed on a large sheet of paper and posted so that all group members can see it. At the start of each session the leader reads through the agenda and receives comments and suggestions from the group. Group members will be more highly motivated if they understand and accept the purposes of the day's topic and agree to the agenda. Following are several examples of agendas.

SAMPLE AGENDA (General)

9:00-10:00	Parents/children arrive Snack Business meeting
9:30-10:00	One or two parents go into the center with the children
10:00	Parent(s) in children's center return
10:00-10:30	Discussion of previous month's at home parenting skills activities
10:30-11:30	Session discussion At home activity assignment Evaluation

SAMPLE AGENDA

HEAD START CENTER DAY - FIRST OF YEAR

PARENT MEETING

9:00-9:30	Getting acquainted with space Snack
9:30-10:00	Ice breakers - Introductions/Human Bingo Center skeleton - Sharing schedule-child's expectations Sharing parent agenda
10:00-10:45	Policy council information Exploring parenting Economic Self Sufficiency Course
10:45-11:45	Parenting Awareness Group information: Group guidelines Topic information/Activity At-home activity Evaluation Elect officers on volunteer basis
11:45-12:00	Set tables with children
12:00-12:30	Lunch
12:30-12:55	Clean up
12:55-1:00	Ready to go home
1:00	Bus leaves

PARENT HANDOUT

RUNNING A MEETING

For the parent group president and vice president:

It's helpful to establish an agenda and to have everyone's agreement on it. Refer to business meeting below.

SAMPLE MORNING AGENDA

Informal time
- nutritious refreshments
- getting acquainted
- talking informally

BUSINESS MEETING
- call the meeting to order
- see who is here and not here
- read last month's minutes
- hear any reports (Treasurer, Policy council)
- discuss unfinished business
- new business

Program
- Parenting Awareness Program
- special resource requests

Closure
- summary or evaluation
- planning for future meetings

FACILITATOR INFORMATION

PARENTING AWARENESS PROGRAM

GROUP GUIDELINES

Information to be provided to the group:

While we are together in our parent group we want to know that: We can share our feelings, concerns, problems and possible solutions.

We can do this even though another person(s) does not agree.

We will be listened to.

We will not be laughed at or put down.

What we share will go no farther than our group.

To achieve an environment in which we can share, ask questions, interact, it is important that we reach agreement on our group guidelines.

Our group is to be a place where we trust each other. A place that is "safe".

I invite you to take notes on your handout while these guidelines are discussed.

NO PUT DOWNS, WE WANT TO LIFT PEOPLE UP; AFFIRM THEM

For example, a put down might be something like, "that's a stupid thing to say." An affirmation might be something like, "I'm glad you said that."

RESPECT FOR EACH INDIVIDUAL

We are all people. In some ways we feel the same, and in some ways we feel different. What we need to remember is that this is okay and that what is right for you may not necessarily be right for me. We want to be able to disagree and to be able to share other ways of looking at a particular issue without being disagreeable. For example we might say, "I hear what you are saying but I don't agree with it."

Remember too that everyone in this group has at least one common ground. You all have children.

ONE PERSON TALKING AT A TIME; NO INTERRUPTIONS

Every one has something to offer to the group, so give each other time and space to speak. Take notes if you care to. This way you can keep track of what you want to say and still be able to listen to whoever is speaking.

SUPPORT EACH OTHER; PRACTICE NEW BEHAVIORS

This group is a good time to practice what we have discussed. We encourage you to practice and to realize that it takes practice to feel comfortable with new behaviors that you may wish to adopt. Support each other for <u>trying</u>. Help each other as you try to make changes. For example: Someone wants to begin recognizing and appreciating more of his/her strengths. Group members can help by pointing out what they see as this person's strengths, as well as, helping this person see when he/she is putting themselves down. Making agreements like this (contracting) can also be done with people outside of the group.

ACTIVE PARTICIPATION/INTERACT WITH EACH OTHER

Try to be part of the group. What you have to say <u>is</u> important. If you are shy or find it hard to speak out let us know so we can give you encouragement.

CONFIDENTIALITY

We need to know that what we say is just between us. Talking about parenting issues in general outside of the group is fine, but talking about someone else's personal situation or experience is not okay. We need to be able to trust each other. Talk to each other outside the group, but only talk about personal issues from the group if no one besides a group member(s) is present.

Do you understand the guidelines?

What additions would you like to make?

How do you feel about these guidelines?

PARENT HANDOUT

PARENTING AWARENESS PROGRAM

Group Guidelines

We need to create a "safe" environment in order to be able to share, ask questions, and interact with each other.

The guidelines listed below will be helpful in attaining this atmosphere:

NO PUT DOWNS, WE WANT TO LIFT PEOPLE UP; AFFIRM THEM.

RESPECT FOR EACH INDIVIDUAL.

ONE PERSON TALKING AT A TIME; NO INTERRUPTIONS.

SUPPORT EACH OTHER; PRACTICE NEW BEHAVIORS.

ACTIVE PARTICIPATION; INTERACT WITH EACH OTHER.

CONFIDENTIALITY.

OTHERS?

ICE BREAKERS

Ice breakers are games and activities that can be used at the start of a new group. These games help people in the group to get to know each other and feel more relaxed together. Following are some examples of activities that can be used. Choose one or two if there is time. Use at least one the first time the group meets.

1. Human Bingo. Change the information in the blocks to fit your group best. (See Sample - Human Bingo)

2. I Am Someone Who. Have participants fill in the information and then pass the page to someone else to read. (See Sample - I Am Someone Who)

3. Introductions.

A. Have members tell 1) their name; 2) their child's name; 3) what they would like to learn to do; 4) something they like to do.

B. Have each member tell their name, where it came from, and how they feel about it.

C. Have people pair off and tell their partner the above or other introductory information. Then their partner introduces them to the group.

4. Name circle. 1) Start with one person stating his/her name and favorite food, 2) next person repeats what

each person before said then adds his/her name and favorite food. The last person repeats everyone's name and favorite food and then gives his/her name and favorite food.

5. Appearance change. One person goes out of the room and changes something about his/her appearance. Then the others must guess what is different when he/she comes back.

6. Quality initials. Each person thinks about the two or three initials of his/her name (Joy Smith would take "J" and "S") and finds two positive qualities that describe him/herself (joyous and smart). This activity gives people a chance to think about themselves in a positive way.

7. Corners. This ice breaker is fun. It gets people making choices, moving about, and talking to each other. The leader names two items and designates a corner of the room for each one. Each person chooses one item, goes to that corner, then tells someone else there why they chose that item. After a few minutes the leader gives two more choices and assigns corners. People again choose by walking to that corner and telling the reason for their choice. Depending on what the leader wants to focus on, some choices might be: Would you rather read a book or go on a walk to relax? Would you rather have one child or three children? Do you like to cook or clean up? Three choices work well if the group is large enough (10 or more). If you were going on a vacation would you rather take a airplane, train, or go by car?

HUMAN BINGO

Try to find someone here who fits the deacription in the block. Fill as many blocks as you can. It is okay to have more than one name in each block.

Some one who...

loves to cook	has a library card	got their GEDT	can drive a car
is dependable	can speak in front of a group	shares how he/she feels	reads to their child 1 time/week
likes to sing	plans family activities	likes to learn new things	writes letters
can plan a nutritious meal	invents new ways to use what they have	grows a garden	has a sense of humor
listens to others	likes animals	is organized	is positive

I AM SOMEONE WHO

LIKES

DISLIKES

WANTS

HOPES

PLANS TO

IS PROUD OF

ENJOYS

IS AFRAID OF

IMPRESSES OTHERS AS

WILL LIVE TO BE

SUGGESTIONS

For the facilitator/leader: Some things to remember:

1. If possible, group membership should be voluntary.
2. Keep your focus clear and simple.
3. Keep the task accomplishable.
4. Give group members a tool (technique) that can be used to reinforce the topic discussion. At home activities can help with this.
5. The more informal you are with the group the more participation you will most likely have.
6. Be flexible.
7. Start the topic discussion off with an example, role play, or activity that group members can identify with and in this way get "hooked" into the topic.
8. Convey an "I'm okay/you're okay" feeling. Don't convey guilt. Ideas presented are ones that can or cannot be chosen for use by the participants.
9. Be positive. Give positive feedback. Reinforce positive parenting behavior.
10. Model the behavior(s) you try to convey.

FACILITATOR INFORMATION

Parenting Awareness Program

RECOGNIZING OUR STRENGTHS/SELF CONCEPT

SESSION 1

Objective: To begin to recognize personal strengths.

Discussion:

Have you ever heard yourself say something like "I can't draw" or "I'm not very good at math" or "I'm a terrible housekeeper"? You probably have heard yourself say something like this more often than you've heard yourself say something like, "I can really make a good pizza" or "I'm a good listener" or "I enjoy reading to my child". For some reason in our society it is easier to point to our weaknesses than it is to point to our strengths. What we are going to do, therefore, is practice pointing to some of our strengths. Not only are we going to practice recognizing our strengths we are going to practice recognizing our children's strengths. Why? Because when we can begin to see our own strengths we can feel better about ourselves. Feeling better about ourselves means we can accept and appreciate ourselves. It means we can feel more confident about trying new things. Feeling better about ourselves means we can feel better about others and our world. It means we can respect individual preferences because we respect our own.

If we can feel good about ourselves then this rubs off on our children through our attitudes, responses, and interactions with them. Feeling good about yourself can be a chain reaction. If you feel good your child can feel good. If your child feels good about him/herself then s/he too will be more able and willing to try and learn new things and that's what a child's world is all about.

No one is perfect, though. Don't expect perfection in yourself. If we can try to see our strengths then we can begin to believe what we say about ourselves and what others say about us. (Positive strengths)

DESIGN

Parenting Awareness Program

RECOGNIZING OUR STRENGTHS/SELF CONCEPT

SESSION 1

Objective: To begin to recognize personal strengths.

1. Ice Breaker : Quality Initials (see section on ice breakers).

2. Agenda: Introduce and discuss.

3. Introduce and discuss the topic.

4. Activity: Putting a puzzle together without talking.

Objective: To write a personal strength.
To work together as a group.
To observe how you work in a group.
To observe how the group works together.

Materials: Poster board
Markers

Preparation: Cut a large circle from a piece of poster board
Cut the circle into pieces. Cut it into twice as many pieces as there are people in the group.
On half the pieces write the names of the people in the group. Leave the other pieces blank. Mix the pieces up.

Procedure: Hand the pieces of the puzzle out to the group. Two pieces each, one should be blank.
Instruct the parents to write one strength that they feel they have on the blank puzzle piece.
Take all the pieces and mix them up. Hand two back to each person.
Instruct the parents to fit the pieces together to get one big circle. Tell them that they must do this without talking.
The facilitator should observe the activity.

5. Discussion: Think of ways you interacted with others in this activity.
Which ways of interacting did you like and which did you not like?
Did anyone take charge?
Did anyone hold back?

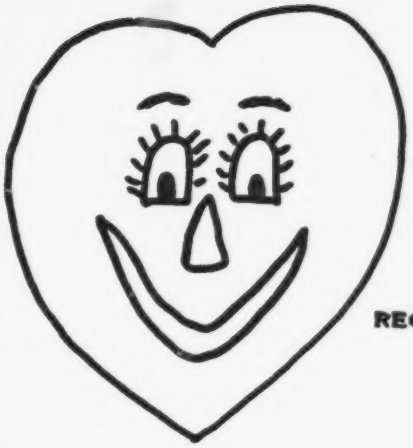
What feelings did you have while you were doing this?
Was it fun?
Did you learn something about the way this group worked together or might be able to work together?

6. Follow up: The puzzle pieces can be symbolic of you and other individuals as pieces fitting into a whole (group).
We have a self concept about ourselves and we will have one about our group.
Everyone in our group is not here today but we hope those who are absent will still be a part of our group.
Everyone has strengths.
We each need to think about and be aware of our own strengths and how those strengths may contribute to the group.

7. Assign activity for week.

8. Evaluate.

What strengths did you recognize about yourselves?



AT HOME ACTIVITY

Parenting Awareness Program

RECOGNIZING OUR STRENGTHS/SELF CONCEPT

SESSION 1

Begin listing your strengths, be honest, give yourself credit. Make this an ongoing list. You may also want to make a list of someone else's strengths as you see them.

THESE ARE MY STRENGTHS

THESE ARE WHAT I SEE AS MY CHILD'S STRENGTHS

AT HOME ACTIVITIES

Parenting Awareness Program

RECOGNIZING OUR STRENGTHS/SELF CONCEPT

SESSION 1

1. List strengths. Do this with a friend if you want.

2. List parenting strengths.

3. Self talk exercise - List times and ways you put yourself down and lift yourself up.

4. Affirmations. Think of an affirming thought or something you want to do. For example: "I am a thoughtful person" or "I can get my GED". Tell yourself this thought over and over. Leave little notes in places to remind yourself.

5. Think of one new thing you tried this week and/or try something new.

6. Catch yourself/your child being good and tell yourself/child.

7. Backgrounds. Think about your background and how it has contributed to who you are today.

8. Give unexpected hugs. Look for and/or make opportunities for positive physical contact.

9. Do something special for yourself. For example: make time for a relaxing bath, read a book, etc. Give four positive personal observations to your child. For example: "You have pretty blue eyes".

PARENT HANDOUT

Parenting Awareness Program

RECOGNIZING OUR STRENGTHS/SELF CONCEPT

SESSION 1

Objective: To begin to recognize our personal strengths.

For some reason in our society it is easier to point to our weaknesses than it is to point to our strengths. For example you might hear yourself saying "I'm not very good at math", before you would hear yourself say "I sure am good at taking time to listen to my child". We need to be able to recognize our strengths, as well as our weaknesses. We need to take more time to recognize our strengths so that we can feel better about, accept, and appreciate ourselves. If we feel better about ourselves we feel more confident about trying new things. This will rub off on our children. Then our children can feel good about themselves. We can help our children recognize their strengths, too. Tell them what you see as their strengths, as well as, ask them what they think they are.

Resource Books

A Book of Hugs by, Dave Ross and Thomas Y. Crowell New York, 1980.

Free to Be....You and Me by Francine Klagsburn MaGraw-Hill, 1974.

Children and Adults: Activities for Growing Together by Joseph and Laura Brega, New Jersey, Prentice Hall, Inc. 1976.

The Open Home New York, St. Martin's Press, 1976.

Self-Esteem for Tots and Teens by Eugene Anderson, George Redman, and Charlotte Rogers, Meadowbrook, 1984.

Your Child's Self Esteem by Dorothy Corkville Briggs, Doubleday Dolphin Book, 1975.

Children's Books

Dandelion by Don Freeman, Viking Press, New York, 1964.

Peter's Chair by Ezra Jack Keats, New York, Harper and Row, 1967.

William's Doll by Charlotte Zolotow, New York, Harper and Row, 1972.

FACILITATOR INFORMATION

Parenting Awareness Program

FAMILY/PARENTAL INFLUENCE

SESSION 2

Objectives: 1. To be aware of ways I make a difference in my family.
2. To recognize that I can/do choose how I want to influence my family.

This session was developed to get parents thinking about themselves in relationship with their family. Questions to think about like: What role do I play in my family?
What influence do I have?
How would I like to influence my family?
How does my childhood family background influence my family now?

Thinking about these questions can help parents be more aware of their present living situation and its familial relationships. Encourage parents to think about whether they want the present patterns to continue or whether they want to make changes. If they want to make changes, get them to think about what changes they might make and how they could go about implementing them. Remember that every family has strengths as well as weaknesses. Capitalize on these strengths.

To help with activity 2 on the design page, here are a few ways a family might be different if the parent doing this activity were not there:

The family would not eat together.
Meals would not be balanced.
Emotional needs would not be met.
The house would not be cleaned.
No organization.
Little stability.
There would not be much cuddling.
Few if any limits for children.

Help parents realize that they have choices to make in regards to their family. Who they are, what they do, and how they do it make a difference in the way(s) they influence their family.

DESIGN

Parenting Awareness Program

FAMILY/PARENTAL INFLUENCE

SESSION 2

Objective: 1. To be aware of ways I make a difference in my family.
2. To recognize that I can/do choose how I want to influence my family.

1. Introduce the agenda.
Invite parents to share their expectations around this topic.
Clarify where the agenda and the expectations are the same and what expectations might need to be met elsewhere (state where and when).

2. Begin by quoting the first three sentences of the handout.

Introduce the next exercise as a way to identify some specific ways each one of us influences our family.

Ask everyone to close their eyes and imagine what their family would be like if they were not there (give two minutes). List these on newsprint for all to see. If all the things listed are physical, encourage them to think of some attitudinal and emotional differences. These behaviors and situations that are absent when the parent imagines being absent can also be thought of as influences on the family when the parent is present.

3. Choose one thing stated that everyone seemed to have an interest in. Reorganize the statement to read as an influence when the parent is present. For example: when the parent imagined being absent he/she thought the family would not eat together but when present the influence is that the family eats together.

Ask if that behavior was automatic (done without thinking about it) or an intentional choice. Does the behavior occur because that is the way the parent always did it in his/her family or because the parent intentionally wants it that way. For example: wants the family to eat together.

If it was automatic ask how they learned it? Was it the way you or your mother behaved in the family as a child?

How we are now is influenced by our family as we grew up.

If it was choice when did you decide to do it? Why? Are you satisfied with the choice? the results?
Because people and situations change, no change is forever. We can rethink our behavior and choose to change again. Even when we don't choose, we choose.

4. If you have time see if anyone wants to explore another situation. Include everyone in the experience.

5. Tell a story that shows an example of cyclical behavior in the family, for example: The Sorely Trying Day, by Russell and Lillian Hoban a book which can be obtained from the library.

   Choose the person in the story whose position in the family is most like the parents in your group.
   Ask parents to tell where that person could have broken the cycle or changed the pattern.

   Brainstorm ways s/he could have behaved differently and imagine how the situation would change in response to the new behavior.

6. Review what you have accomplished this session and highlight any points you care to.

7. Assign one at home activity.

8. Evaluate by asking: In what ways was this session helpful?
   What could have been done differently to be more helpful?

AT HOME ACTIVITIES

Parenting Awareness Program

FAMILY/PARENTAL INFLUENCE

SESSION 2

1. Think about and jot down thoughts on how you want your family to be. Example: I want my family to spend a lot of time together. I want my family to respect each other.

2. Think about how you grew up. Where did you live? How much time did you spend with your parents? How did your parents treat you? Can you remember anything about your family when you were three or four?

3. Celebrate being a nice family. Go on a family outing, something everyone likes to do.

4. What does a three and four year old need from his/her family?
   How do we as parents fulfill those needs?
   How do children contribute to the family?
Think about these questions and jot down some ideas.

PARENT HANDOUT

Parenting Awareness Program

FAMILY/PARENTAL INFLUENCE

SESSION 2

Objective: 1. To be aware of ways I make a difference in my family.
2. To recognize that I can/do choose how I want to influence my family.

Each of us brings something special to our family. Maybe it is being a good listener, or cook , or helper. Who we are, what we say, and what we do has an effect on everyone who lives with us. Often we act or react in certain ways without thinking about it (automatically).

It helps family relationships to think about our reactions and their effects on people. This way we can decide if we are satisfied with our own behavior. We <u>can</u> choose to react differently if we think ahead of time. For example: A parent notices that whenever her five year old son spills his drink she gets very upset and yells at him. She thinks about her reaction and decides that she would like to change it. Next time he spills his drink instead of yelling she brings a cloth over to him and tells him to clean up after the spill himself. She also decides to praise him when he drinks without spilling. She feels better, her son feels better, and her family feels better.

Thinking about your reactions and planning ahead is one key to a happier and healthier family life.

<u>Activity</u> to do at home this week - When you are not happy with how you handled a situation in your family, STOP and think about what you might have done differently. How might it be now if you had chosen another way to say or do what you did? The more often you stop and think about your reaction to a situation, the better the chance is that you might really do it another way next time and see if you like the results any better.

BOOKS TO LOOK FOR ON FAMILY

Children's Books

<u>Feelings Between Brothers and Sisters</u> by Marcia Maher Conta & Maureen Reardon, Raintree Editions, 1974 (Head Start Resource Library).

Two Homes to Live In - A Child's Eye View of Divorce by Barbara Shook Hazen, Human Sciences Press, 1978.

The Terrible Thing That Happened at Our House by Marg Blaine, Parents' Magizine Press. 1975.

The Sorely Trying Day by Russell Conwell Hoban and Lillian Aberman Hoban, Harper and Row Publisher, Inc., 1964.

Adult Resource Books

Let's Read Together - Books for Family Enjoyment by American Library Association, 1981.

How to Influence Children, A Complete Guide for Becoming a Better Parent by Charles Schaefer, Ph.D., Van Nostrand Reinhold Company, 1982.

Self-Esteem: A Family Affair by Jean Illsley Clarke, Winston Press, 1978.

The Family Years by Michael Colin Macpherson, Winston Press, 1981.

FACILITATOR INFORMATION

Parenting Awareness Program

CHILD DEVELOPMENT

SESSION 3

Objectives: 1. To be aware that children have stages and patterns of development.
2. To be aware of the role parents play in their child's development.

In a home visit before beginning this session have parents think about: what their child can do
what their child likes to do
what their child is trying to do

These ideas will then be used in this session.

Before you implement this session it would be helpful if you read and/or browse through some of the books listed on the parent handout or other books about child development and behavior that you have. Child Behavior by Ilg and Ames is a particularly good resource. Look at various lists of developmental skills and generally get a feel for the skills, emotional outlooks, and attitudes of the three, four, and five year old. Choose several developmental lists and make them available to the parents. (see appendix pp. 93-99 for examples). The booklet Picturing Development which is part of the Exploring Parenting program is also a good resource.

Successful experiences are very important to preschoolers. Emphasize this concept to parents. Help parents realize that all children develop differently and do not all develop at the same rate. Furthermore, each child does not develop in each area (speech, motor, etc.) at the same rate. For example: a child may excel in his/her intellectual development but be weak in the large muscle area.

Try and reinforce the concept of individuality to parents. Help them to see and appreciate their child's uniqueness. Encourage them to spend extra time with their child in a positive way. Encourage them to find out more about their child's developmental level and incorporate daily activities that foster, not hinder or pressure, this development. The more parents know and understand about their child's development the more realistic and appropriate they will be about the expectations they have of their child.

DESIGN

Parenting Awareness Program

CHILD DEVELOPMENT

SESSION 3

Objectives: 1. To be aware that children have stages/ patterns of development.
2. To be aware of the role that parents play in their child's development.

1. Introduce and discuss agenda.

2. Review group guidelines.

3. Introduce the objectives. Give a summary statement - ages and stages for each child - characteristic charts, helpful or hinderence? recognition of delays, refer to physician or early childhood specialist - resources - parental roles.

4. Experimental activity. Use "Children's Art" pictures that show different stages in children's drawing. (see appendix, pp. 88-92). Have the parents sequence the pictures from earliest to most advanced stage (no right or wrong answer). Use this as a demonstration of developmental stages.

5. Charting. Use the questions that the parents have worked on in previous weeks.
^[
1. Think about what your child can do.
2. Think about what your child likes to do.
3. Think about what your child is trying to do.

On the top of several sheets of newsprint print the different developmental areas (one on each page): Physical (large and small muscles), Speech and Language, Self-Help, Intellectual, and Socio-Emotional. Discuss briefly each area. Give examples of preschool level skills and which area they belong to (running - large muscle skill).

Go through each question above listing parent's answers on the seperate sheets. Discuss the similar characteristics of the different children in each area. Chronological age is not as important to stress as stages of development. Take one chart and put the skills in order of skill development. Stress the importance of successful experiences. Also stress the skills the child has more

than the skills the child does not have.

6. Discuss the role parents play in their child's development. What have you done to help your child _____ (learn to count, eat with a fork, speak in sentences, etc.)?
   Some examples: providing food, listening, asking questions, giving explanations, allowing child to do instead of doing for, affirmation and appreciation of child's efforts, loving, providing opportunities to learn (sorting laundry, everyday tasks).
   What do we do that can hinder our child's development?

   One example is not allowing a child to use paint which can be messy. Not allowing a child to use messy materials can hinder his/her exploration of certain materials that may be messy (water, sand, etc.).

7. Go back to goals - reinforce - did we meet goals?

8. Assign an at home activity.

9. Evaluation - In what ways was this session helpful?
   What could have been done differently to be more helpful?

AT HOME ACTIVITIES

Parenting Awareness Program

CHILD DEVELOPMENT

SESSION 3

Weekly At Home activities

1. Notice how many times you say no to your child. Count them daily and jot it down. Do this for three days. During the rest of the week, even though it may take some effort to check the automatic "no", try before you say it to give your child's request at least a second thought; a fair consideration.

2. Plan a little extra time to share with your child each night. Then every night before your child goes to bed ask him/her about his/her day. What was fun? What was not fun? What did you do? Who did you play with? etc. Ask if there were any arguments and discuss these situations.

3. Each day ask your child to tell you one thing he/she likes about him/herself, then you tell him/her one thing you like about him/her.

4. Think about what your child can do and likes to do.
   Think about what your child likes trying to do.

5. Think about the ways you can help your child develop physically, mentally, intellectually. Talk to other parents to see what kinds of things they do with their child(ren).

PARENT HANDOUT

Parenting Awareness Program

CHILD DEVELOPMENT

SESSION 3

Objective: 1. To be aware that children have stages and patterns of development.
2. To be aware of the role that parents play in their child's development.

Child development is the process of moving from one developmental stage to another. This development occurs in several areas; physical (both large and small muscles, like running and writing), speech and language (talking), intellectual (counting, naming colors), self-help (buttoning clothes), and social-emotional (playing games, expressing feelings). Your child's behavior (what he or she can do, wants to do, and is trying to do in each area) changes as he or she develops and grows. For example: Before a child can draw a face he or she needs to be able to do several things. These include: hold a crayon, know a crayon is for drawing (not eating), hold the paper still, draw a line, draw a circle, identify parts of a face. Your child has to reach and move through these stages before he or she can draw a face, read, walk, talk, etc.

Children do not develop at the same rate, nor does any child develop evenly in all areas (he or she may use a crayon better than he or she can run). Therefore, comparing your child with other children his or her age can be surprising or it can be disappointing. Charts that describe the characteristics of the "typical" three, four or five year old can also be misleading. This is because no child will fit the "typical" child description perfectly. Your child is an individual with his or her own background, own family, own experiences, own needs, own likes, own abilities, own learning patterns, and own desires. These charts can be helpful in getting a ball park idea of a child's needs and abilities at different ages. They can also help you to be more realistic about your expectations of your child. These resources can help you feel less alone ("so my child is not the only one that does that").

As a parent you can choose to help or hinder your child's development. Some hints for helping your child develop more fully and naturally are:

By providing a warm loving atmosphere.
Allowing your child to do for him/herself as much as possible, yet helping when needed.
Providing opportunities to learn.
Listening to your child.
Asking questions.
Accepting your child for who he or she is; no need to push your child.
Providing nutritional meals.
Providing opportunities for your child to try male and female roles (housekeeping, mechanics, etc.).

Most of all: Relax and enjoy your child.

Activity to do at home this week - think about the skills listed below. For each skill list other skills needed to be achieved before the stage listed below can be reached.

1. Skipping
2. Print own name
3. Serves and feeds self

RESOURCE BOOKS

Don't Push Your Preschooler by Louise Bates Ames and Joan Ames Chase, Harper and Row Publishers, 1974.

Children and Adults, Activities for Growing Together by Joseph and Laurie Braga, Prentice Hall, Inc., 1976.

The Challange of Acheivement by Shirley Gould, Hawthorn Books, 1978.

Your Baby's Mind and How It Grows by Mary Ann Spencer Pulaski, Harper and Row, 1978.

The First Five Years of Life by Gesell, Ilg, Ames, and others, Harper and Brothers, 1940.

Child Behavior by Frances L. Ilg and Louise Bates Ames, Harper and Row, 1955.

Your One year Old
Your Two Year Old
Your Three Year Old
Your Four Year Old
Your Five Year Old
Your Six Year Old

All by Louise Bates Ames and Frances L. Ilg, Delta Books.

Growing Child - a monthly newsletter providing a month by month description of developmental characteristics, interests, play ideas for parents of infants to 6 year olds.
22 North Second St., P.O. Box 620, Lafayette, IN., 47902

The Infant and Toddler Handbook by Katherine Castle, Humanities Limited, 1983.

Child Development in the Home
Young Children and Accidents in the Home
single copies FREE
write to: U.S. Department of Health, Education and Welfare, Office of Human Development-Office of Child Development, Children's Bureau. Washington D.C. 20201. DHEW Publication No. (OHD) 76-30042

Toddlers and Parents by T. Berry Brazleton, Delacorte Press, 1974.

Loving and Learning: Interacting with Your Child from Birth to Three, by Norma J. McDiarmid, Mari A. Peterson, and James R. Sutherland, Harcourt Brace Javanovich, 1975.

Child Care and Development by Louise Bates Ames, Lippincott, 1970.

Growth and Development Chart
Playing Together-A Calendar for Parents and Children
Available FREE
write to: Technical Assistance Group for Right to Education, 150 S. Progress Ave, Harrisburg, Pa. 17109 or call 1-800-692-7288 in Pa., 717-657-5840 outside Pa.

The Parenting Adviser, by the Princeton Center for Infancy, Frank Caplan General Editor, Anchor Press/Doubleday, 1978.

Picturing Development, U.S. Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, DHHS Publication No. (OHDS)84-31138.

CHILDREN'S BOOKS

Leo the Late Bloomer by Robert Kraus, Windmill Books, 1971.

FACILITATOR INFORMATION

Parenting Awareness Program

COMMUNICATION

SESSION 4

Read parent handout for more background information.

Communication is important. We communicate with people on a daily basis. What we hear from people and what we say to people strongly influences our self worth and our lives.

How do you feel when you haven't spoken to anyone in a few days?

How do you feel when a friend or spouse speaks to you only in a negative way?

Is there a particular person you tend to speak to when you are having a problem? Why this person?

Answering these questions may be helpful in thinking about how communication effects your life. Helping parents see this importance may encourage them to speak and listen in a more positive manner. This can help them develop more positive relationships with their children and family. Communication can easily get misinterpretated. This session is designed to give some ways to communicate more positively and effectively.

We can make a choice about the way we communicate.

DESIGN

Parenting Awareness Program

COMMUNICATION

SESSION 4

Objectives: 1. To be aware of the importance of communication.
2. To recognize how messages can be misinterpreted.
3. To explore ways to communicate more effectively.

1. Introduce the agenda and goals. Check to see if everyone is understanding them and is in agreement with the agenda.

2. Define communication - What is it? How does it effect our lives?
Read quote from Virginia Satir (See Parent Handout).
Ask the question, "How does communication effect our lives?"
Invite parents to talk about - How they feel when they haven't talked to anyone for a few days?
- How do they feel when a friend or spouse is only speaking negatively?
- Who listens to them when they have problems?

3. Messages get mixed up easily. Give some examples of miscommunication -

"Put your face on the paper." A teacher said this to a four year old boy meaning for him to draw his face on the paper. Instead, the little boy laid his face on the paper.
"Stop that!", Stop what? or any examples that you may have.
Ask how or why messages get so mixed up. Invite brainstorming.
List the how's and why's parents volunteer on newsprint.
Some might be: Who we are and what are our past experiences?
What we are doing at the time.
How we feel about the subject.
How we feel in general.
How we feel about the other person.

4. We can communicate more effectively. Communication is a

two way experience. We either receive messages or we send them. There are some things we can do at each end of the message. Let's look at some things we can do at each place:

Receiving - Talk about each of the following and invite parents to share their examples.

Listen= Share some of the characteristics of a good listener:
1. Listen because you want to and because you want to understand.
2. Stop talking.
3. Look at the person speaking.
4. React to the ideas and not to the person.

Watch for nonverbals. Is the person smiling but talking angrily? Might the person be hiding something?

Ask if you don't understand the message

Check out to see if the message you heard is the one they wanted you to get rather than making assumptions. "Are you saying...?"
Example: The little girl was saying these damp socks but the parent thought she was saying "these damn socks".

Sending - Talk about each of the following, give examples and ask parents to give some examples.

Be Specific Instead of "Don't do that", say "Don't throw the crayons." Children especially take things literally. Example: If you wanted your child to draw his/her face and you said, "put your face on the paper", you might see the child lay his/her face on the paper.

Be non-blaming - Try to get the message across without wounding the person. Share how you feel about what is happening.
Instead of "YOU are driving me crazy!", say "I can't do my work with all that noise." Instead of saying "You are so mean" say "I don't like to see you hitting your sister. Instead of saying "You're bothering me" say "When you tug

on my coat it bothers me".

5. Role Play to practice giving non-blaming messages:

- Ask parents to form pairs.
- Give one partner a blameful message and ask him or her to say it to the other.
- Ask partners to talk about how the communication feels.
- Together the partners can try to form a non-blaming message and share it with the group.

Some messages for the role play:

1. You're bothering me.
2. You're a mess. Come inside now!
3. Stop that spitting. You should be ashamed of yourself.
4. There are crumbs all over this floor. How many times do I need to tell you about eating crackers in the living room?
5. You spilled the milk again. Can't you do anything right?
6. Listen to me. Are you deaf?
7. You are so mean.

6. Review the session briefly.
   See if anyone has questions.
   Give handouts and at home assignments.

7. Evaluate. Invite each person who wishes to share one thing he or she learned today about communication.
   What part of the session was most helpful?
   What part of the session was least helpful?

AT HOME ACTIVITIES

Parenting Awareness Program

COMMUNICATION

SESSION 4

1. Practice listening to your child for at least five minutes each day. Really listen. Don't interrupt, pay careful attention. Tune yourself out and your child in.

2. Practice "checking it out," don't assume you know what the other person is saying. Practice this daily.

3. When talking to someone in your family concentrate on sending specific messages.

4. Practice using non-blaming messages.

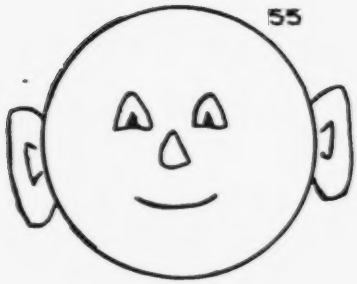
5. Concentrate on using positive labeling messages about others. For example: You have a nice smile. I like to see you smile. You are a helpful brother. Try to eliminate negative labels from your vocabulary; jerk, idiot, dummy, etc. These types of messages hurt and can become a part of another person's self image.

PARENT HANDOUT

Parenting Awareness Program

COMMUNICATION

SESSION 4



Objectives: 1. To be aware of the importance of communication.
2. To recognize how messages can be misunderstood.
3. To explore and practice ways to communicate more effectively.

Communication is the giving and receiving of messages. It is something we do even when we are not trying to. Virginia Satir, pg. 50 in her book, Peoplemaking, says "it is the greatest single factor affecting a person's health and relationship with others." Our lives are effected by who talks or who does not talk to us, how often, what is said and how the messages are communicated, as well as, how we interpret the messages. We also effect the lives of our children, family and friends by how we communicate with/to them.

It is easy to get mixed up in the messages we give and receive. Sometimes what we say is not what we mean or what we hear is not what was said. If someone says, "You look tired" we could think he/she meant "you look awful" when really he/she meant "I care about you".

There are two places where we can improve communication... at the receiving end and at the sending end. When someone talks to us we can:

Listen carefully.
Ask if we don't understand.
Check it out rather than assume that we know what was said. Example: "Did you mean to say, you're looking fat today?", "No, I meant you're looking sad today."

When we talk to someone we can Be Specific - give the whole message clearly. Example: Instead of saying "Don't do that," say "Don't put your shoes on the table."

Be non-blaming - Try to get the message across without wounding the person. Share how you feel about the situation. Example: Say, "I'm having company tonight and I want your red boots put away," instead of "I've told you sixty times to put those boots away! Can't you listen?"

Most of all we want to keep communication open. We do this by talking and listening and caring about each other as we do so.

AT HOME ACTIVITY

Practice at home. Rewrite these statements so that they are not blaming or put down messages.

1. "You're messy!"
2. "Stop pulling my sleeve. Get away!"
3. "You're so mean!"

We'll talk about non-blaming messages on our next home visit.

RESOURCE BOOKS

Peoplemaking, Virginia Satir, Science and Behavior Books, Inc., Palo Alto, Ca. 1972.

Parent Effectiveness Training, by Dr. Thomas Gordon, Peter H. Wyden, Inc., New York, 1971.

Parents Handbook: Systematic Training for Effective Parenting, by Don Dinkmeyer & Gary D. McKay, by American Guidance Service, Inc., 1976.

How to Talk So Kids Will Listen and Listen So Kids Will Talk, by Adele Faber & Elaine Mazlish, Avon Publishers, 1980.

Between Parent and Child, Haim, Ginott, New York, Avon Books, 1965.

Let's Talk About It, booklets on a variety of subjects of concern to children and families, by Fred Rogers. Single copies FREE, for listing of materials write to: Family Communications, Inc. 4802 Fifth Ave., Pittsburgh, Pa. 15213.

CHILDRENS BOOKS

Feelings Between Kids and Parents, by Marcia Maher Conta & Maureen Reardon, Raintree Publishers, Ltd., 1974.

Come On Out Daddy, by Inger Sandberg & Lasse Sandberg, Delacorte Press, 1969.

Why Mosquitoes Buzz in People's Ears, by Verna Aardema Dial, 1975.

Any children's book can be good communication openers. Read books together and talk about them.

FACILITATOR INFORMATION

Parenting Awareness Program

ENCOURAGING APPROPRIATE BEHAVIOR IN YOUNG CHILDREN
PREVENTING INAPPROPRIATE BEHAVIOR IN YOUNG CHILDREN

SESSION 5 and 6

Objectives:
1. To look at the difference between punishment and discipline.
2. To explore ways to encourage appropriate behaviors and to prevent inappropriate behaviors.
3. To talk about resources available in the community when additional help is needed.

Discuss any words that you feel may need some definition. For example appropriate behavior could be defined as behavior that is acceptable to the parent and to society.

Mention that many things we will be talking about are probably already practiced in the participant's homes. If so today's discussion will reinforce and support these methods. Anything discussed today that is new will allow parents to be aware of other choices to make when dealing with children's behavior.

The discussion should not focus on spanking and yelling as a means of discipline. Spanking does stop undesirable behavior but only for the moment. Often spanking is a release of a parent's frustration more than an effective means of disciplining. Spanking stimulates children to fight and hit because they copy adult behavior. Spanking also tends to encourage children to obey only when they believe they will be caught. Yelling encourages children to yell. A mild shout or spank loses power after a while. Many parents will spank and/or yell at their children sometime in their lives. What is important to realize is that spanking and yelling are but two of <u>many</u> ways to deal with inappropriate behavior. There are more creative and positive ways to handle young children's behavior.

PUNISHMENT VS DISCIPLINE

Children are punished when:

1. Their behavior is controlled with fear.
2. They behave to avoid a penalty imposed on them by an adult.
3. The adult stresses what <u>not</u> to do.

Children who are punished:

1. Feel humiliated.
2. Hide their mistakes.
3. Have a poor self concept.
4. Fail to develop inner controls to handle future problems.

Children are disciplined when:

1. They see the possible consequences of their actions.
2. Alternative behaviors are proposed.
3. They learn to control themselves.

Children who are disciplined:

1. Feel good about themselves.
2. Become increasingly independent.
3. Learn to balance their needs with those of other people.

(From "Building Self Control," see appendix pp. 100-104)

Discipline helps children build self control. Inner control, not external control exerted by another. Positive discipline, not punishment is a teaching opportunity. Positive discipline helps prepare a child to live in the world while at the same time making a parent's life a little easier and more enjoyable.

Before moving into some specific techniques, let's look at two overall general guidelines:

1. We must treat the child as an individual who deserves respect. A person.
2. All children need some limits (rules). Setting limits lets a child know that you love and care enough about them to think about and set up some rules. (your child can help in this decision too). Your rules should be clear and understandable to your child. The basic rules that are set up should be kept to a minimum (5 or 6).

ENCOURAGING APPROPRIATE BEHAVIOR

1. Positive reinforcement. Specifically praising your child anytime. Bring attention to and acknowledge appropriate behaviors. This will encourage your child to continue these behaviors. Example: Instead of saying "you did a good job", say "I appreciate you hanging your coat up".
2. Ignore inappropriate behaviors. Sometimes a child who is behaving inappropriately gets more attention than the child who is not. Not all inappropriate behavior can or should be ignored. Situations that are simply annoying rather than harmful may best be handled this way. Example: cursing.
3. Giving appropriate alternatives. Be specific. Point out to the child not only what they cannot do but what they can do. For example: You may use your crayons to write on the

paper but not on the wall. Explain the use of a material or the rules involved before your child begins.
4. Direct or redirect the child to another activity when inappropriate behavior begins or before it does.

PREVENTING INAPPROPRIATE BEHAVIORS

1. Give choices. Allow your child some say in the rules that are set if possible. Your child is more likely to comply this way. Give a choice whenever possible. For example: "You may color on the paper, placed on the table or on the floor." "You may color or watch Sesame Street, but you may not watch Heman." "You may go outside if you stay in the yard" (the choice is either to stay inside or stay in the yard). Do not give a choice if one does not exist. For example: Do not say, "Do you want to go home now?" when you really mean "We are going home now".

Giving children choices encourages independence. It also encourages children to think and problem solve.

Express your feelings. Let your child know how you feel before you explode. This is giving your child a chance to change their behavior or face your anger. Anger is a common human emotion. It is an emotion that can be hard to manage. Expressing anger is healthy, but it is best expressed through proper channels. When you feel angry, it is good to let it out a little. You can walk away, stop and count to ten, verbalize it, shout, run, hit a pillow, or use other nondestructive ways to release your anger. You can also try to prevent yourself from getting to the point of explosion. Hitting people or animals while you are angry should not occur.
If parents want to, you can brainstorm ways of preventing and releasing anger.
2. Be prepared. Take a special treat for your child if you are going out to eat. Take a few toys if you are going over a friend's house who has no children. Tell your child ahead of time that they will not get a candy bar at the store. Take a change of clothes if you will be gone all day.
3. Think ahead. Stop for a moment and think before you act rather than plunge too quickly into a situation and regret it later. For example: Think- "Do I have the energy to follow through on the request that the children pick up their toys?" Don't make idle threats. Don't issue a warning or make a promise if you're too tired or too distracted to follow through on it.
4. Prepare your child for changes. For example: " In a few minutes it will be time for bed". " You will need to stop playing with the blocks shortly because we are going to eat".
5. Check out your environment. How is your house set up? Are there objects at your child's level that are dangerous or special to you? You may need to remove items until your child is older, add items to create more stimulation and/or simplify

the space (are there too many toys?)

NATURAL CONSEQUENCES

What will be the consequence if your child breaks a predetermined rule? This should be clear to your child before a rule is broken. Make sure your child clearly understands that "if you do this then this will happen". For example: "If you write on the walls then your crayons will be taken for the rest of the day". Consequences imposed when a rule is broken should be:

Administered consistently.
Directly related to the broken rule.
Be followed through with (don't propose a consequence that you can't follow through with).

CONSISTENCY

Being consistent is one last thing that cannot be stressed enough. This does not mean you will use the same technique everytime a rule is broken, but it does mean that if a rule is broken, your child will be disciplined. Your child will feel more secure knowing that their environment is predictable.

REMEMBER no technique works all the time. There are no magical answers, but the more options you are aware of the more you have to choose from.

RESOURCES

Sometimes you may feel that you need more help dealing with a particular situation at home. If this is the case, turn to:

1. Libraries - books are great resources.
2. Mental health professionals.
3. Other parents.
4. Head Start staff,teachers and school counselors
5. Parent support groups.

In our area there are a few particular agencies that can help.

(Check for and list here the resources in your area)

NOTE: Sharing a few laughs can lighten up a sometimes heavy discussion. Do They Ever Grow Up? by Lyn Johnston is particularly helpful in this way.

DESIGN

Parenting Awareness Program

ENCOURAGING APPROPRIATE BEHAVIOR IN YOUNG CHILDREN
PREVENTING INAPPROPRIATE BEHAVIOR IN YOUNG CHILDREN

SESSION 5 and 6

Objectives: 1. To look at the difference between punishment and discipline.
2. To explore ways to encourage appropriate behaviors and prevent inappropriate behaviors.
3. To talk about resources available in the community when additional help is needed.

1. Introduce the topic and objectives.

2. Share agenda and discuss.

3. Brainstorm and list ways that parents handled a situation or undesirable behavior without spanking or yelling.

4. Introduce and briefly share information on the topic. Give out parent handout so that parents can take notes if they want to. List techniques on newsprint as each is discussed. Brainstorm ways to release and prevent anger if parents want or need to.

5. Discussion and sharing of specific situations (see at home activity sheet , choose several to discuss). This can be done in small groups or in one large group. Ask parents to think of ways that each situation can be handled without spanking or yelling.

6. Discussion and sharing of personal situations. One group. (Think positive) Try to use options that were presented.

7. At home assignment. Handout article on Building Self Control. (See Appendix pp. 100-104).

8. Evaluation. In what ways was this session helpful? What could have been done differently to be more helpful?

NOTE: This design should be used for two sessions. Effort should be made to discuss the group member's problems and concerns. This can be focused on in session 6.

AT HOME ACTIVITY

Parenting Awareness Program

ENCOURAGING APPROPRIATE BEHAVIOR IN YOUNG CHILDREN
PREVENTING INAPPROPRIATE BEHAVIOR IN YOUNG CHILDREN

SESSION 5 and 6

List ways you could respond to these situations to encourage appropriate behavior and/or prevent inappropriate behavior-

1. You are talking to another adult and your child keeps interrupting, yanking on your arm, getting into things he or she shouldn't get into.

2. You and your child are going shopping.

3. Another child is coming to play with your two children. She will be here over nap time. She doesn't usually take a nap, but your children do.

4. You need to leave your child with a babysitter.

5. You have said no to your child's request to go outside and play because he has a fever. He is insisting on going out, yelling and demanding.

6. You want to work with your child to learn shapes. She refuses to cooperate.

7. Three children are playing together. There is only one fire truck but there are lots of other toys.

8. Your five year old son and four year old daughter are fighting over a toy.

9. Your daughter resists going to bed by asking for one thing after another.

10. Your four and a half year old wets the bed at night.

AT HOME ACTIVITIES

Parenting Awareness Program

ENCOURAGING APPROPRIATE BEHAVIOR IN YOUNG CHILDREN
PREVENTING INAPPROPRIATE BEHAVIOR IN YOUNG CHILDREN

SESSION 5 and 6

1. In situations where you tend to issue orders, try to give choices to your child. Note how your child responds to the choices.

2. Get down to the eye level of your child. Look at your house from his or her perspective. List ways your home environment contributes to or prevents inappropriate behavior (example: breakable items at a preschoolers level). Make any suitable changes.

3. Practice one of the methods of disciplining we talked about.

4. Make a list of 10 methods of disciplining that you would like to remember. Hang the list somewhere you will see often.

5. Practice verbalizing anger at your child's behavior and not your child. For example: "Say I get angry when you leave your coat on the floor" instead of "You make me angry".

PARENT HANDOUT

Parenting Awareness Program

ENCOURAGING APPROPRIATE BEHAVIOR IN YOUNG CHILDREN
PREVENTING INAPPROPRIATE BEHAVIOR IN YOUNG CHILDREN

SESSION 5 and 6

Objectives: 1. To look at the difference between punishment and discipline.
2. To explore ways to encourage appropriate behaviors and to prevent inappropriate behaviors.
3. To talk about resources available in the community when additional help is needed.

Punishment is different from discipline. Punishment involves fear and outside (external) control. Children who are punished feel humiliated, hide their mistakes, tend to have poor self concepts, and fail to develop the ability to control themselves (inner controls). Discipline involves proposing alternative behaviors, allowing children to see possible results of their actions, and learning self control. Children who are disciplined tend to feel better about themselves, become more and more independent, and learn to balance their needs with those of other people.

Children should be treated with respect.

All children need some limits (rules). These rules should be clear and understandable to the child.

Following is a list of methods that can be used to handle common problem behavior. Spanking and yelling are not included because often they are the least effective and the most often used. Exploring new, more positive methods of handling behavior will give you more choices to choose from when a difficult situation arises.

ENCOURAGING APPROPRIATE BEHAVIOR

1. Positive praise (reinforcement).

2. Ignoring inappropriate behavior. As long as there is not danger to the child or someone else.

3. Giving appropriate choices. Tell your child what he/she can do, as well as, what they cannot do.

4. Directing or redirecting the child to another activity.

PREVENTING INAPPROPRIATE BEHAVIOR

1. Give choices. Example: "Do you want to wear your green pants or the blue ones."

2. Express your feelings. Tell your child how you are feeling.

3. Be prepared. Take a treat, change of clothes, etc.

4. Think ahead. Think before you react.

5. Prepare your child for changes. Example: "In fifteen minutes it is time for bed".

6. Check out your environment. Put away special or breakable objects.

If your child breaks a predetermined rule, there should be a clear understandable consequence (if you do this, then this will happen). For example: "If you write on the walls with your crayons, then your crayons will be put away for the rest of the morning. Paper is for writing on, not walls". Don't make threats you can't keep.

Consistency is very important. Your child will feel more secure knowing what to expect.

REMEMBER no method works all the time. There are no magical answers, but the more options you are aware of the more you have to choose from. They will grow up.

RESOURCES

When you feel that you need more help dealing with a particular situation at home, you can turn to:
Libraries (books are great resources), mental health professionals, other parents, Head Start staff, teachers and school counselors, and parent support groups. Also:

(LIST ANY AGENCIES AND RESOURCES AVAILABLE IN YOUR AREA HERE)

RESOURCE BOOKS

Coping with Children's Misbehavior, A Parents Guide, by Rudolf Dreikurs, Hawthorn Books, 1972.

Child Behavior, Specific Advice on Problems of Child Behavior, by Frances L. Ilg, Louise Bates Ames, Sidney M. Baker, Harper and Row Publishers, 1981.

Discipline Without Tears, by Dreikurs and Cassel, Toronto: Alfred Adler Institute, 1972.

The Challenge of Parenthood, by Rudolf Dreikurs, Hawthorn Books, 1969.

Raising a Responsible Child, by Dinkmyer and McKay, New York, Simon and Schuster, 1973.

Parent's Handbook: Systematic Training for Effective Parenting (STEP), by Dinkmyer and McKay, American Guidance Service, 1976.

The Magic Years: Understanding and Handling the Problems of Early Childhood, by Selma Fraiberg, Scribner, 1968.

Self Esteem: A Family Affair, by Jean Illsley Clark, Winston Press, 1978.

The Family Years: A Guide to Positive Parenting, by Michael Colin Macpherson, Winston Press, 1981.

Parent and Child: A Week by Week Guidebook, by Dr. Andrew K. Solarz, New Sunrise, 1981.

The Responsive Parent, by Mary B. Hoover, Parents Magazine Press.

Do They Ever Grow Up?, by Lyn Johnston, Meadowbrook Press, 1983.

Discipline Without Shouting or Spanking, by Jerry Wychoff and Barbara C. Unell, Meadowbrook Books, 1984.

How to Parent, by Fitzhugh Dodson, Signet, 1970.

How To Talk So Kids Will Listen and Listen So Kids Will Talk, by Adele Faber and Elaine Mazlish, Avon Publishers, 1980.

A Very Practical Guide To Discipline, by Grace Mitchell, Telshare Publishing, 1982.

FACILITATOR INFORMATION

Parenting Awareness Program

PLAY IS LEARNING

SESSION 7

Objectives:
1. To recognize the importance of play in the child's world.
2. To identify what children are learning and dealing with through play.
3. To look at ways parents and children play together.

Play is the natural activity of childhood. Play provides children with many ways to grow and learn. Children learn most effectively through play. Play is a child's way of life. It is the most natural way for a child to use his/her capacities, to grow, and to learn many skills.

PLAY: Helps children deal with stress and anxiety.
Allows children to experience and "try on" new roles.
Helps children understand and master their environment.
Allows children to act out aggressions.
Fosters cognitive gains.

Encourage parents not to limit their child's play by sex role stereotyping (for example: encourage parents to allow boys to play with dolls and girls to play with trucks).

For fifteen minutes during this session the parents will be observing their child. To prepare them for observation ask each parent:
To observe their own child)
To observe which area s/he is in, what s/he is doing, how long s/he stays there, what other areas s/he goes to.
To try to not talk to their child (it may help if they observe from a distance).
To filter in quietly.
Not to talk to each other once they are in the children's room.

A parent can learn about their child by playing with them. A parent can get a picture of what is going on in their child's world. Besides helping to develop the parent-child relationship, play can help a parent recognize appropriate child development and childrearing expectations. Play can also help a parent practice patience because sometimes it

seems to take "forever" to finish a game with a child. Encourage parents to play on an equal basis with their child. This allows the child to share dominance or at least have a dominant role. Playing together gives parents the opportunity to demonstrate their values and problem solving abilities without imposing them.

Adults tend to have a shorter attention span than children when it comes to play. Adults have "so many things to do and so much on their minds" that they may view play as "a waste of time". Assure them that it is not a waste of time to be together with their child, sharing, and learning together.

Children tend to play spontaneously and imaginatively; something that may be difficult for adults. Encourage parents to forget the rules sometimes. Let their child lead the play and be spontaneous and imaginative themselves.

DESIGN

Parenting Awareness Program

PLAY IS LEARNING

SESSION 7

Objectives:
1. To recognize the importance of play in the child's world.
2. To identify what children are learning and dealing with through play.
3. To look at ways parents and children play together.

1. Introduction
   - Talk about play in the child's world.
   - Ask parents what their child does everyday.
   - Stress play as the main task of the child.
   - Prepare for observation of child at play.

2. Experiental activity - Observe children at play during center free play time, for 15 minutes. Tell home visitor beforehand.

3. Share observations
   - By talking about what the children were doing.
   - By talking about how they were playing in each area.
   - By talking about and listing on newsprint what (or ways) children might be learning in each area of play (housekeeping, block, water, easel, etc.).
   - By having the leader ask questions and suggest ways that might free more thinking about possible learnings.

4. Input from leader on resource materials
   - Types of learning through play.
   - Skill and personal learnings.
   - Leader may want to go back and add to the lists in step 3 (see article in appendix pp. 105-109).

5. Discuss parent-child play
   - Ask parents how they play with their child.
   - Discuss how it feels, type of

play, attention span of child and adult in shared play.
- Talk about benefits of parent-child play.
- Fantasy play, the child's way vs. adult way which can have many imposed rules.

6. At home assignment.

7. Hand out article on play and toys (see appendix pp. 105-109).

8. Evaluation
   - What was helpful in particuler, and in what way was it helpful?
   - Are there any questions or comments you'd like to make?
   - What have you learned about the way you and/or your child plays?

AT HOME ACTIVITIES

Parenting Awareness Program

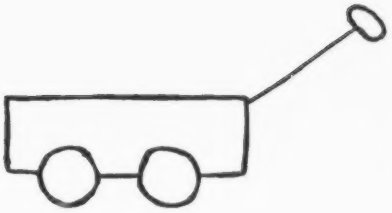
PLAY IS LEARNING

SESSION 7

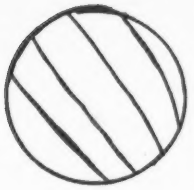
1. Observe your child at play. List learnings and feelings you think your child is dealing with as a result of this play.

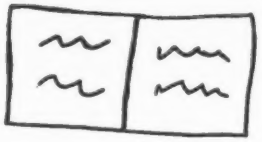
2. Play with your child each day for at least 5 minutes. Let your child direct the play. Be sure your are fresh and not tired.

3. Look closely at all your child's toys. Think about these questions:
   Are they safe?
   Do they match your child's abilities?
   Are they useful in various ways?
   Do they interest your child?
   Are there too many toys around?



PARENT HANDOUT





Parenting Awareness Program

PLAY IS LEARNING

SESSION 7

Objectives: 1. To recognize the importance of play in the child's world.
2. To identify what children are learning and dealing with through play.
3. To look at ways parents and children play together.

Play is a child's way of life. Play is the most natural way for children to use their abilities, to grow and explore their world and themselves, and to learn many skills. Through play children:

- Figure out how things work and solve problems.
- Develop their senses (vision, hearing, smell, touch).
- Learn to talk and share ideas.
- Build strength and control of their bodies.
- Develop and express imagination and creativity.
- Learn about themselves, others and the world.
- Express their feelings and energy in healthy ways.
- Increase their ability to concentrate.

Many skills and activities develop during play. For example: children playing house express feelings, plan, use language, cooperate with others, and develop coordination and order.

We as parents can be helpful to our children's development by recognizing the importance of play, by allowing time and free expression in play (allowing boys to play with dolls and girls to play with trucks), and by making available safe, appropriate play equipment and space.

Play is learning for the child. The adult can learn from children by observing their play, and at times joining their play. In joining their play, it is often helpful to let the children lead us. This gives children an opportunity to play the dominant role and show us how to play their way. The major benefit of playing with children is the chance it gives us to further develop the parent-child relationship. It provides a way for us to understand what our child is thinking, feeling, and understanding about life. Parent-child play also provides a way for us to show instead of force our

values and ways on our children.

Play is fun! Play is work! Play is learning!

RESOURCE BOOKS:

Books for Parents

The Open Home, St. Martin's Press, New York, 1976.

The Power of Play, by Frank and Theresa Caplan, Anchor Press/Doubleday, New York, 1973.

Nature With Children of All Ages, by Edith A. Sisson, Prentice-Hall, Inc. New York, 1982.

Let's Pretend, by Julie Hagstrom, A & W Publishers, Inc., New York, 1982.

Play and Learn, Volume 1. by Marilyn Segal, Oak Tree Publications, Inc., 1980 (this is one book in a series).

Play , by Catherine Garvey, Harvard University Press, 1977.

Parents as Playmates, by Joan Millman and Polly Behrman, Human Sciences Press, 1979.

Kids and Play, by Barbara Oppinheim, Ballentine, 1984.

Learning Games for Threes and Fours-A Guide to Adult-Child Play, by Joseph Sparling and Isabelle Lewis, Walker and Company, 1984.

Parents as Playmates-A Games Approach to the Pre-School Years, by Joan Millman and Polly Behrman, Human Sciences Press, 1979.

Books for Children

Walls Are to Be Walked, by Nathan Zimelman, E. P. Dutton, New York, 1977.

Christine Katerine & The Box, by Patricia Lee Gauch, Coward, McCann, & Geoghegan, Inc., 1971.

Every Day a Dragon, by Joan M. Lexau, Harper & Row Publishers, Inc., 1967.

A Small Lot, by Eros Keith, Bradburry Press, Inc., 1968.

FACILITATOR INFORMATION

Parenting Awareness Program

AT HOME EDUCATIONAL ACTIVITIES

SESSION 8

Objectives: 1. To become aware of learning possibilities around your home.
2. To make one educational activity.

This session is designed to awaken parents to all the learning possibilities around them. Encourage parents to share special games and ideas of their own. (see appendix pp. 110-121).

This session will take some preparation. You will need to select several (2-4) activities, games or toys that you feel are appropriate for the children in your caseload. Select ideas that can be easily and inexpensively made. See the resource list on the parent handout for idea books. After your selection, gather up the materials necessary, make a sample yourself to display, and print up a simple instructor card.

Before you begin, set up different areas where each item can be made.

Have fun.

DESIGN

Parenting Awareness Program

AT HOME EDUCATIONAL ACTIVITIES

SESSION 8

Objectives: 1. To become aware of learning possibilities around your home.
2. To make one educational activity.

1. Introduce the agenda and discuss.

2. Discuss topic content and ideas.

3. Brainstorm ways a child can learn in each room of the house. For example: in the bathroom a child can learn about the words float and sink while playing with items in the bathtub.

   In the kitchen, a child can learn about texture, shape and color while helping to make soup.

   Discuss brainstorming techniques.

   Break into small groups.

   Assign each group a room(s) or area to discuss. Kitchen, bathroom, bedroom, living room, yard.

   Give each group a large piece of newsprint and a marker. Have them list ways a child can learn in the area they are assigned.

4. Come back as a group. Hang the sheets of newsprint up so all can see. Discuss what is written. Add other suggestions.

5. Explain educational activities that the parent can choose to make. Have parents choose what they want to make. Make it.

6. Assign at home activity. Hand out incidental learning lists. (see appendix pp. 110-121).

7. Evaluate.

NOTE: The lists created during this session could be compiled, written up, copied, and given back to parents.

AT HOME ACTIVITIES

Parenting Awareness Program

AT HOME EDUCATIONAL ACTIVITIES

SESSION 8

1. Select one activity from the lists given to do each day with your child.

2. Think about and list some of your own at home learning ideas.

3. Make an educational toy, game, or activity. Resource books can be helpful. Check your parent handout for a listing.

PARENT HANDOUT

Parenting Awareness Program

AT HOME EDUCATIONAL ACTIVITIES

SESSION 8

Objectives: 1. To become aware of learning possibilities around your home.
2. To make one educational activity.

Children, like adults, are learning all the time. Every part of the house, inside and out, is filled with things to see, hear, explore, and learn about. As parents you can encourage this learning everytime you speak and interact with your child. For example: if you said to your child "go get your red socks on" you would be helping him/her learn the color red.

Your child is learning while you sort clothing together, look for bugs under rocks, set the table, make cookies, vacuum the rug, etc.

There are many educational toys and games you can make for your child at little or no cost. Many of these you create yourselves without knowing it. For example: plastic bottles filled with rice or beans for a musical instrument or refrigerator boxes transformed into grocery stores. Once you become aware of all the possibilities, the list is endless. All it takes is a little time, a little enthusiasm, a little thought, and a little love.

Be creative.

RESOURCES

Home Made Baby Toys: 33 easy to make toys for infants from birth to two years, by Sara K. Swan, Houghton Mifflin Co., 1977.

Smart Toys for Babies from Birth to Two, by Kent Garland Burtt and Karen Kalstein, Harper Row, 1981.

Beautiful Junk: Recipies for Fun, Department of Health, Education, and Welfare, Office of Human Development Services, Administration for Children, Youth, and Families, Head Start Bureau, Washington D.C. 20201 Publ. no. (OHDS)78-31036

copies FREE of:

Ideas Packet

The Web of Life, Health Education Activities for Young Children, by Judith Miller, 1975.
write :
Attention Jessie R. Sanders
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pa. 17126-0333

Excel I and
Excell II Experiences for Children in Learning, by Polly Behrman and Joan Millman, Education Publishing Service, Inc., 1978.

Exploring Childhood: Working with Children - Doing Things, A publication of U.S. Dept. of Health and Human Services, Office of Human Development, Administration for Children, Youth and Families, Head Start Bureau, 1983. DHHS Publ. No. (OHDS)83-31135

Teachables from Treshables, by C. Emma Linderman, Toys 'N Things Training and Resource Center, Inc., 1979.

Toymakers: How to Make and Adapt Toys for Learning, by Diane Juster and Sue Clunkey, Project Maine Stream Outreach, 1978.

Recyclopedia-Games, Science Equipment, and Crafts from Recycled Materials, by Robin Simons, Houghton Mifflin Company, 1976.

While You're At It, by Board of Cooperative Educational Services of Nassau County, Reston Publishing Company, Inc., 1976.

Home Start Ideebook, by Ralph Scott, Guy Wagner, and Joan Cesinger, Early Years Press, 1976.

Recipes for Fun-Learning Activities for Young Children, by Ann Cole, Carolyn Haas, and Betty Weinberger, Parents as Resources, 464 Central Ave., Northfield, Illinois 60093, 1976.

Workjobs for Parents-Activity Centered Learning in the Home, by Mary Baratta-Lorton, Addison-Wesley Publishing Company, 1975.

EVALUATION

Evaluation, which should be done at the close of each session and at the close of the program, is important. It is important because evaluation:

1. Gives group members a chance to reinforce learnings.
2. Gives feedback to the leader.
3. Gives valuable information to the leader about what is working and what needs to be changed.
4. Provides closure.
5. Helps finish unfinished business.
6. Provides another way for group members to have a say in how the group functions.

Evaluation, which can be verbal, written, or both,is a tool for the leader. It is a tool that the leader can use to assess the compatibility of the program with the participants and the effectiveness of the program for the participants. Evaluation also helps the leader to determine whether the goals and objectives have been met. The leader can then take this information and use it in designing another parent education program.

The leader should think about what he/she wants to learn from the participants in the evaluation. This information can then be used to design an evaluation that best meets the leader's needs, as well as, the participants' needs and abilities.

FACILITATOR INFORMATION

SAMPLE - SESSION EVALUATION

Session __

1)

How do you feel the morning went?

Based on what we did today what might you be interested in hearing more about? Exploring more together?

What didn't you like?

In what ways was this session helpful?

What could have been done differently?

2)

Put a Large sheet of paper up so all can see it. Divide it in half vertically. On one side put "What's been good" and on the other "What needs to be changed." Take five minutes and do some brainstorming.

PARENTING AWARENESS PROGRAM

SAMPLE - FINAL EVALUATION

For the past seven months, we have all participated in a new program for Head Start parents. We would like to use this program again and want it to be a good experience; the best we can make. We need your help by completing this form. Please give as much information as you can. The more information given by you (good and bad) the more helpful it will be.
There is space provided after each question for additional comments.
Please be honest and frank. Thanks.

1. Rate each session you attended. Put a mark on the lines closest to the face that best describes how you felt about the session.

1. Recognizing our Strengths _____ 1.
2. Family Influences _____ 2.
3. Child Development _____ 3.
4. Communication _____ 4.
5. Encouraging Appropriate Behavior _____ 5.
6. Preventing Inappropriate Behavior _____ 6.
7. Play is Learning _____ 7.
8. At Home Educational Activities _____ 8.

2. How did you enjoy the program? _____
_____
What did you enjoy the most? _____
What did you enjoy the least? _____

3. What did you learn which you feel is the most useful to you as a parent? _____
_____
_____

4. At home activities were included with each session.
How were they useful to you?
_____
_____
_____

5. How has your relationship with your child changed as a result of this parenting program? _____
_____

6. If this program is run again with a different group, what changes would you make? What would you keep the same?
_____
_____
_____

FREE AND INEXPENSIVE MATERIALS

Materials and information are available throughout any community. In most cases all it takes is a telephone call or a letter. Knowing where to look is the trick.

Some suggested places are:

1. Local Agricultural Extension Office - Calendars, budgeting, nutritional, gardening, meal planning information, Toddler Topics, Dear Mother, Dear Father.

2. Department of Public Welfare/Office of Children, Youth and Families - Childcare, child development information, Caregiver's Home Journal.

3. Local grocery stores - Nutritional, meal planning information.

4. Department of Education - Developmental, educational information.

5. Department of Transportation - Car safety information.

6. Intermediate Units - developmental, special needs information.

7. Community Action Programs - various information.

8. Planned Parenthood - pregnancy care, family planning and health information.

9. Technical Assistance Group for Right to Education, 150 S. Progress, Harrisburg, Pa. 17109, in Pa. 1-800-692-7288 or outside Pa. 717-657-5840. Growth and development information, special needs information, preschool education information.

10. State Department of Health - medical, dental, nutritional information.

There are several books published which list by categories free and inexpensive materials. One is called Free and Inexpensive Materials, George Peobody College of Teachers,

Vanderbuilt University, Nashville, Tennessee, 1983. Another is Free and Inexpensive Meteriels for Preschoolers and Early Childhood by Robert Monahan, Lear Siegler, Inc./Fearon Publishers, 1973. Also check The Consumer Information Catalog. To order sales booklets write: R. Woods, Consumer Information Center-W, P.O. Box 100, Pueblo, Colorado, 81002.

COMMUNITY RESOURCES

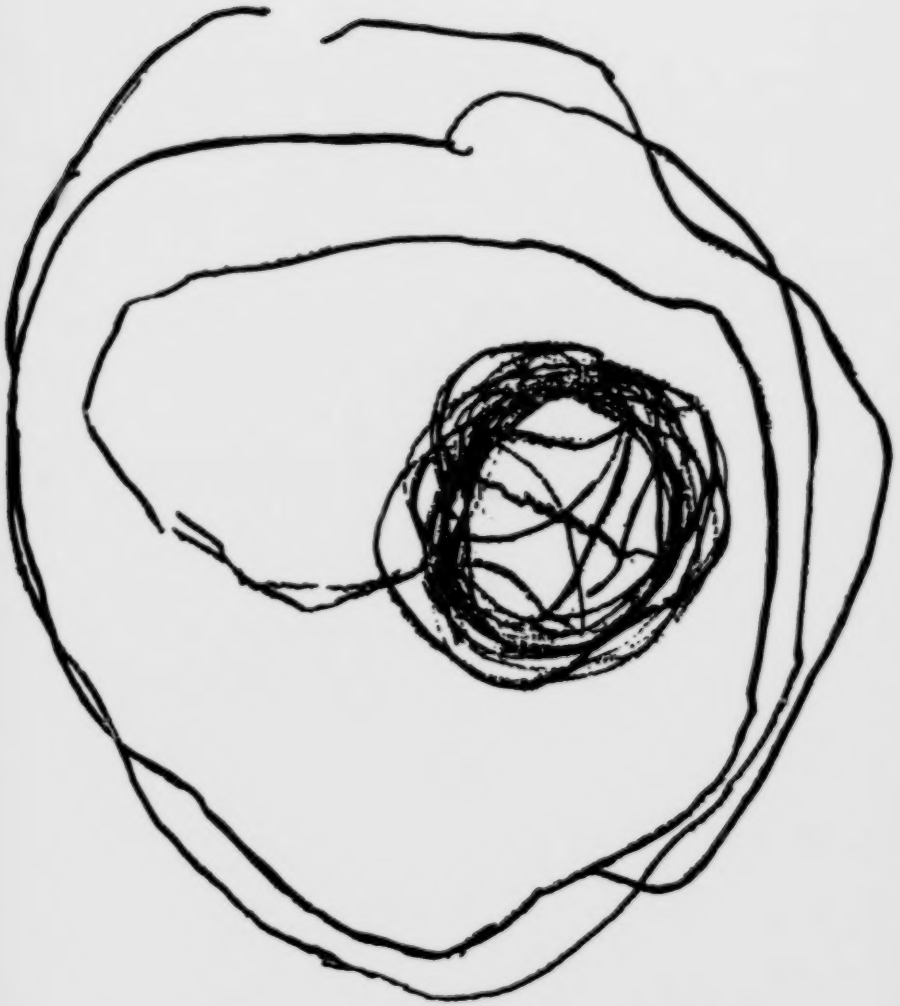
All communities have agencies that group members can be referred to when there is a need. As a leader, you should canvass the area and compile a list of possible referral places. You might start with your local Legal Services office. Many times they know what is available and may even have a resource book to give you. Other suggested places are (the names may be different from area to area):

1. Rape Crisis
2. Planned Parenthood
3. Women in Crisis (domestic abuse)
4. Children and Youth
5. Department of Public Welfare
6. Community Mental Health Clinic
7. Hotlines
8. Women, Infants, and Children
9. Telephone Directory (directories contain "blue pages" with a listing of social service agencies.)

As children develop, their ways of drawing change. Cut these drawings apart and see if you can arrange them to show levels of development.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Human Development Services
Administration for Children, Youth and Families
Head Start Bureau

DHEW Publication No. (OHDS) 79 31136



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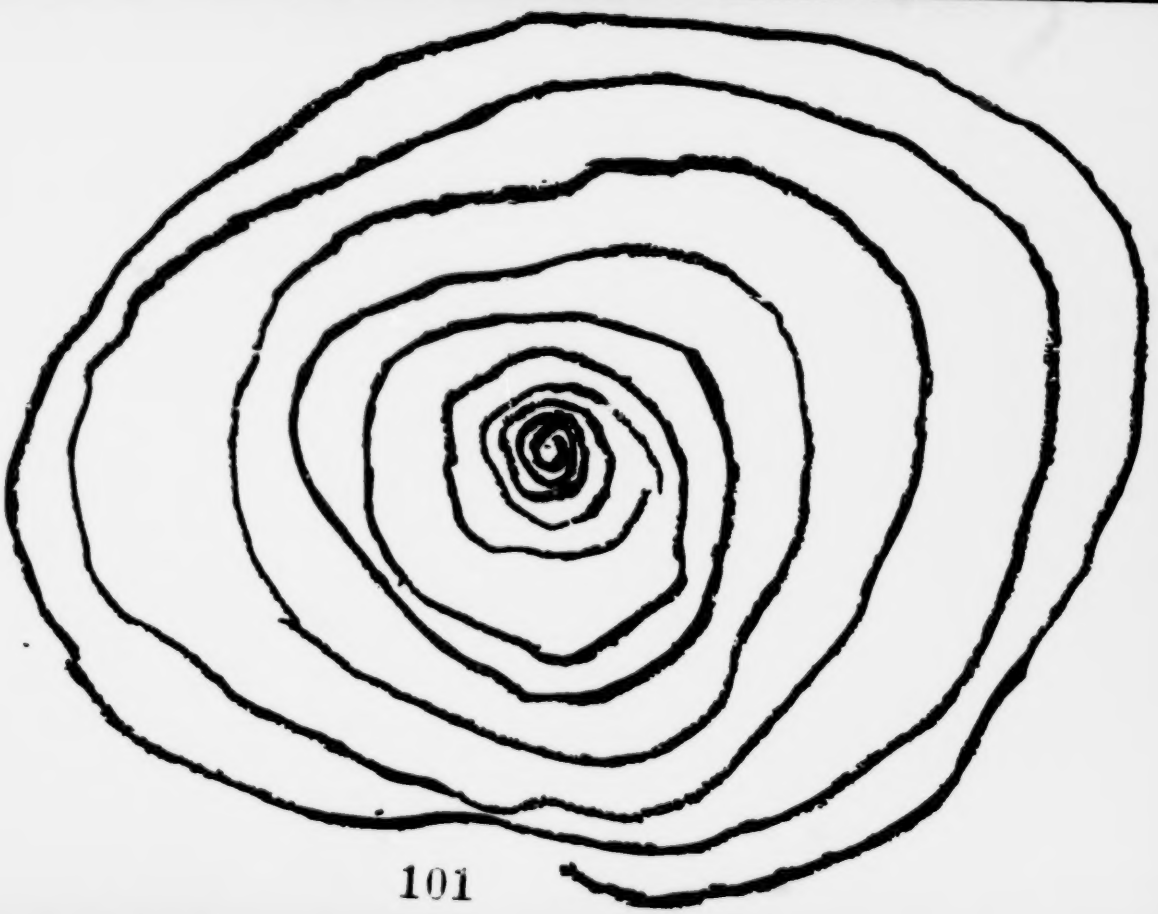


THREE YEARS (36 to 48 mos.)

GROSS MOTOR

- Walks in and on a line
- Walks backward
- Walks upstairs alternating feet
- Runs well
- Stands on one foot with only momentary balance
- Stands on one foot for five seconds
- Jumps over rope eight inches high
- Rides tricycle-steering and using pedals
- Throws ball underhand
- Makes standing jump
- Opens doors
- Throws ball overhand without losing balance
- Hops in place
- Catches ball bounced to him

FINE MOTOR

- Cuts with scissors not necessarily constructively
- Paints with thythmical strokes
- Traces cross and diamond
- Builds with Lego, Tinkertoys, etc.
- Copies circles
- Manipulates tiny objects with ease
- Draws spontaneously
- Builds tower of 6-9 blocks
- At 3 1/2 has period of in-coordination: stumbling, falling, fear of heights, shirt in handedness
- Imitates building bridges with cubes
- Places pegs in board
- Manipulates clay: rolls, balls, snakes, etc.

SELF-HELP

- Feed self without help, little spilling
- Pours well from small pitcher
- Unlaces and takes off shoes
- Puts on shoes not always on correct feet
- Puts on and takes off coat, dress, or pants
- Unzips clothing
- Unbuttons accessible clothing
- Dresses without supervision
- Assumes responsibility for toilet needs
- Washes and dries face
- Gets drink of water unassisted
- Wipes up spilled liquids
- Shows caution about common dangers, such as unprotected places, strange animals, sharp edges, etc.

Taken from: Developmental Scale, by Judith Pokorni and Anne Wujcik, 1977.
Permission granted for reprinting by Head Start Resource and Training Center, College Park, MD.

LANGUAGE

EXPRESSIVE:

- Uses 6 word sentences
- Has vocabulary of 900-1500 words
- Counts to 5 serially
- Repeats 3 or 5 nonsense syllables
- Names 3 familiar objects in succession
- Uses adjectives in describing pictures
- Forms plural nouns by adding s or es
- Uses reflexive pronouns(I cut myself)
- Repeats nursery rhymes
- Asks questions to which he knows answers
- Tells a simple story
- Speaks in complete and intelligible simple sentences
- Whispers
- Increases volume
- Knows sex, age
- Begins to use grammatically correct sentences
- Asks many questions beginning what, where, who

RECEPTIVE:

- Follows a 2 stage command
- Gives appropriate reply to: What do you do when you're cold, tired, hungry?
- Answers "If..what?" questions
- Points to primary colors
- Has concept of two or three
- Points out longer of two lines
- Begins to carry out 3 stage commands
- Responds to questions:
  - Is it night time?
  - Did you have candy for breakfast?
  - Do you have more legs than a dog?
- Responds to verbal limits and directions
- Listens eagerly to story-wants favorites over and over

PSYCHO/SOCIAL

- Decreases amount of parallel play
- Engages in associative play
- Begins to share
- Tries to please
- Waits his turn
- Has occasional brief outbursts
- Is apt to be fearful i.e. nightmares
- Has imaginary playmates based on magical thinking
- Shows conscious identification with parents
- Begins observable expressions about self
- Engages in open masturbation as an expression of instinct development
- Begins dramatic play

PSYCHO/SOCIAL

COGNITIVE

- Knows sex of self
- Matches two or three primary colors to like color visually
- Points to tongue, neck, arm, knee, thumb
- Tells action in pictures
- Names one pitcured animal from memory
- Counts two blocks and tells how many
- Puts together multiple piece puzzle
- Shows appreciation of past and present
- Comprehends three prepositions (on top of, under, inside)
- Finds pictures of animals that are like (lotto)
- Can give sensible answer to "Why do we have stoves?" etc.
- Shows great curiosity. Asks endless questions.
- Recalls and repeats simple nursery rhymes and jingles
- Knows concepts of big/little; fast/slow; up/down

FOUR YEARS (48 to 60 mos.)

GROSS MOTOR

- Catches ball in arms
- Descends and ascends stairs with alternating feet
- Hops on right foot
- Hops on left foot
- Hops on both feet
- Does simple jigs and dances
- Performs motor stunts; stands on one leg for several seconds. Walks full length on balance beam.

FINE MOTOR

- Has established hand dominance
- Has established pincer grasp
- Uses scissors and attempts to cut on straight line
- Copies a square and a cross from example
- Prints on page at random
- Attempts to print own name
- Makes and names recognizable pictures

SELF-HELP

- Dresses self but can not tie
- Laces shoes with difficulty
- Brushes teeth
- Washes hands and face
- Hangs clothes with appropriate equipment
- Serves and feeds self
- Sets table
- Rests or has quiet hour at naptime
- Goes about neighborhood unattended

LANGUAGE

EXPRESSIVE:

- Has vocabulary of 2,000 or more words
- Names 5 colors
- Gives age
- Defines pencil, spoon, car, in terms of use
- Repeats a sentence of 10 syllables
- Counts to 10 serially
- Uses all parts of speech correctly
- Produces and uses all consonant sounds
- Corrects own errors in learning to pronounce new words
- Describes activities
- Asks many What? How? questions
- Tells long stories-often confuses fact and fantasy

RECEPTIVE:

- Follows 3 stage commands
- Has number concept of three and four
- Listens eagerly to stories
- Follows directions; on, under, in front of, behind

LANGUAGE

FOUR YEARS

PSYCHO/SOCIAL

- Begins cooperative play
- Has imaginary companions
- Has clear understanding of day's schedule
- Shows more aggression
- Shows more resistance to authority
- Boasts about family and self to other children
- Shows importance of mastery by task completion
- Prefers peers to adults
- Has "special friend"
- Verbalizes fears
- Uses play materials constructively-combines materials
- Separates from mother easily
- Plays dressup
- Plays competitive exercise games

PSYCHO7SOCIAL

COGNITIVE

- "Reads" story from pictures
- Continues to assemble increasingly difficult puzzles
- Names materials objects are made of
- Knows day, night-beginning sense of time
- Compares three pictures (which one is prettier)
- Tells pictorial likenesses and differences
- Follows three commands in proper order
- Counts four objects and answers how many
- Selects heavier weight
- Makes opposite analogies
- Matches and names all primary colors
- Matches and names shapes
- Identifies several capital letters
- Recognizes name in print

COGNITIVE

FIVE YEARS (60 to 72 mos.)

GROSS MOTOR

- Balances on tiptoe
- Stands on one foot indefinitely
- Skips smoothly
- Skips rope rhythmically
- Catches ball with hands
- Rides bike with guard wheels
- Uses roller skates
- Covers 2-3 yards hopping

FINE MOTOR

- Grasps and releases objects easily and directly
- Colors within lines
- Draws within small area
- Cuts on line
- Has well-established handedness
- Copies circle, square and triangle
- Traces diamond
- Prints some numbers
- Prints first name

SELF-HELP

- Dresses himself
- Laces shoes easily
- Shows carelessness about clothing
- Takes pride in certain personal possessions
- Buttons clothing
- Spreads with knife with partial success
- Crosses street safely

LANGUAGE

EXPRESSIVE:

- Has vocabulary of 2500 plus words
- Gives home address, names and ages of siblings
- Gives own age, not months of birthday
- Seeks information
- Repeats days of the week by rote
- Asks meaning of abstract words

RECEPTIVE:

- Listens briefly to what others say
- Loves to be read to
- Understands 6000 words
- Categorizes
- Uses reasonably accurate grammar

LANGUAGE

FIVE YEARS

PSYCHO/SOCIAL

- Enjoys small (2-5) group play
- Shows concern with self, not group
- Shows social conformity
- Engages in noisy play
- Uses time sequence in play situation
- Protects younger playmates
- Begins to enjoy humourous stories and slap-stick humor
- Knows when certain events occur
- Likes to complete what he begins
- Puts toys away in orderly fashion
- Accepts adult help and supervision
- Likes to be with family
- Shows self-assurance
- Shows serious and businness-like manner
- Wants to help and be good
- Shows more consciousness of body, wants privacy
- Understands need for rules and fair play
- Fears thunder, Mom going away and not returning, and scary animals

PSYCHO/SOCIAL

COGNITIVE

- Appreciates past, present and future
- Defines 6 words
- Counts six objects when asked "How many?"
- Matches 10 or 12 objects
- Gives home address
- Knows source of 15 of 20 actions ("What bounces?")
- Acts out stories
- Gives age
- Forms rectangle of two triangular cards
- Judges weights
- Knows names of following coins: dime, penny, nickel
- Learns left from right
- Begins to make generalizations

COGNITIVE

Parents:

Being a parent is one of life's greatest experiences. Use this guide to see just how your child grows and changes. Do not become alarmed if he cannot do all the things listed. Every child grows and learns in his own way.

6 MONTHS

ROLLS from stomach to back

REACHES for toy

TRANSFERS toy from one hand to other

LOOKS for noise made near him

MAKES SOUNDS for specific reasons (hunger, wet, etc.)

HELPS hold bottle while drinking

PLAYS with toes

PATS mirror image

PUTS everything into his mouth

FOLLOWS toys when held in front of his eyes and moved

1 YEAR

SITS without support

PULLS to stand

CRAWLS on all fours

UNDERSTANDS the meaning of NO and BYE-BYE

REPEATS sounds made by others

FEEDS self cookies or crackers (may not be neat)

WAVES bye-bye

SHY with people he doesn't know

TURNS pages of a magazine or book (more than one at a time)

2 YEARS

WALKS well

CARRIES toy while walking

SPEAKS several words which are understandable and meaningful

REFERS to self by name

RECOGNIZES self in mirror

FEEDS self with spoon (may spill some)

DRINKS from a cup

OCCUPIES self in play

PLAYS with an adult (rolls ball to adult)

BUILDS a tower of four blocks

SHOWS body parts (eyes, nose, foot) when asked

3 YEARS

GOES up steps, two feet on a step

WALKS on tiptoes

RUNS easily

UNWRAPS candy

NAMES objects such as toys and food

SPEAKS in three word sentences. "Me go home."

PULLS off sock as part of undressing

IS toilet trained

SHOWS interest in TV and radio

HELPS adults by putting away toys and clothes (when told)

TURNS pages one at a time

RECITES nursery rhymes (Mary had a little lamb, etc.)

4 YEARS

WALKS up steps, one foot for each step

PICKS up small objects with ease

UNBUTTONS buttons

TELLS stories

SPEAKS in complete sentences. "I want a cookie."

DRESSES self

FEEDS self well

WASHES face and hands

GETS ALONG with other children

IMITATES adults doing simple tasks

BUILDS a tower of ten blocks

COPIES a circle

MATCHES some objects and colors

5 YEARS

HOPS and **SKIPS** on one foot

MARCHES in time

CATCHES a ball with his hands

SPEAKS clearly and can be understood by others not in the family

BRUSHES his teeth

CARES for all toilet needs

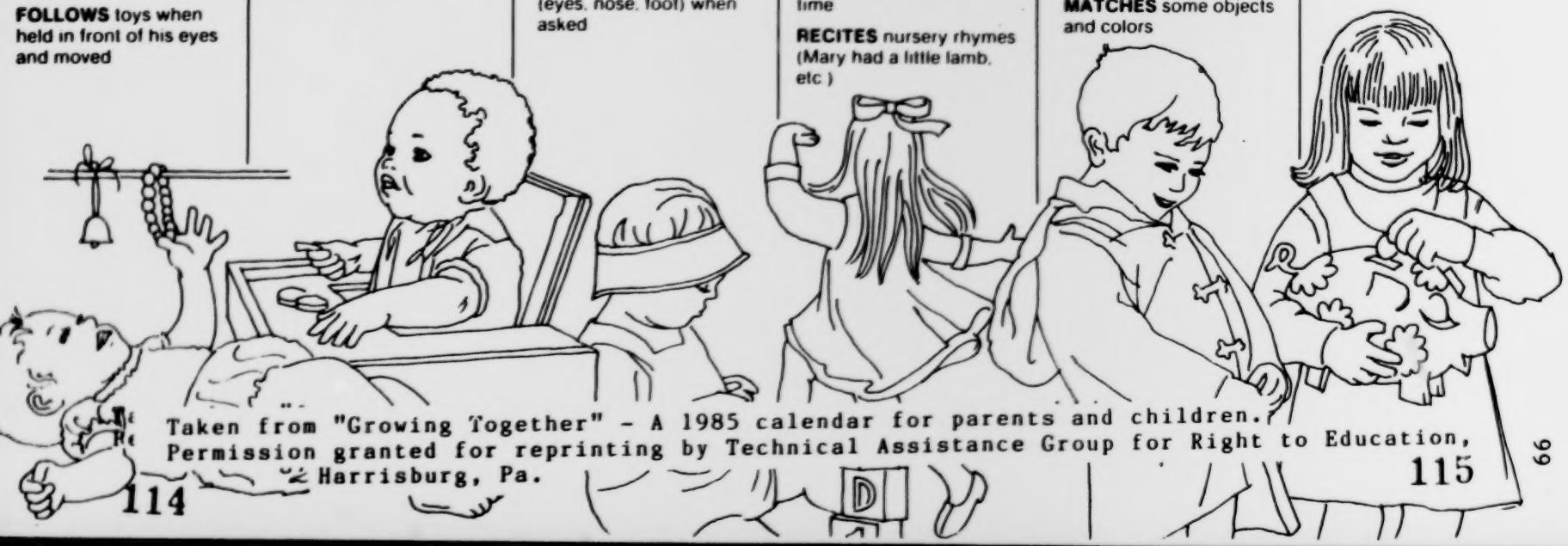
FOLLOWS two directions. "go get the ball and throw it to me."

RECOGNIZES shapes

COPIES a square, circle, triangle and a cross

RECOGNIZES coins

COUNTS to four



Taken from "Growing Together" - A 1985 calendar for parents and children.
Permission granted for reprinting by Technical Assistance Group for Right to Education,
Harrisburg, Pa.

Pages 100-112 contain copyrighted material and are not available for reproduction. These articles are:
Miller, Cheri Sterman,"Building Self-Control: Discipline for Young Children." Young Children; v39 n7, p15-19, Nov 1984.

Feeney, Stephanie & Magarick, Marion, "Choosing Good Toys for Young Children." Young Children; v39 n7, p21-25, Nov 1984.

Karnes, Merle B. Items Commonly Found Around the House that can be Used as Educational Devices. University of Illinois at Champaign-Urbana, Feb. 1971.

INCIDENTAL LEARNING

Many of the everyday routines and activities of the family can easily be transformed into learning activities for the preschool child. The following list is just a beginning.

1. Preparing fruits and vegetables

- **a. Shape, color, texture and type of food (concept development)**
- **b. Cutting, scooping, snapping (fine motor development)**
- **c. Interior pattern of fruits and vegetables (concept development and visual perception)**
- **d. Seeds and how plants grow (problem solving skills, process skills)**
- **e. Counting and sorting (concept development)**
- **f. Half, whole, quarter (concept development)**
- **g. Sounds (listening skills)**
- **h. Words and sentences to go along with the concepts and activities such as "juicy" "dry" "inside" "outside" "smooth" "rough" "fruit" "vegetable" "small" "big" "same" "different" "slice" "break" "many" "few" (language development)**
- **i. What people eat and why -- What animals eat (problem solving and language development)**

2. Mixing foods such as cakes and puddings -- Cooking foods

- **a. Measuring and counting (fine motor development, concept development)**
- **b. Pouring, stirring, spreading (fine motor development, concept development)**
- **c. First - Second - Third (process skills, memory, sequencing)**
- **d. Reading recipes (concept development, number identification)**
- **e. Texture, color, shape, and size (concept development)**
- **f. Changes in texture, color, shape and size (process skills, concept development)**
- **g. Words and sentences to go along with concepts and activities such as "on top" "into" "smooth" "bumpy-lumpy" "dry" "wet" "more" "too much" "this word on the box means milk" "add" "hot" "cold" (language development)**

3. Grocery shopping

- **a. Identifying foods (language development)**
- **b. Sizes (concept development)**
- **c. Classifying foods (concept development)**
- **d. Matching and counting (concept development)**
- **e. Finding foods (memory skills and visual perception)**

f. Reading price labels (number identification)
g. Different forms of the same thing (problem solving)
h. Where things come from (concept development, problem solving, memory, process skills)
i. Colors (concept development)
j. Making a grocery list (concept development, planning skills)
k. Words and sentences to go along with the concepts and activities such as "3 boxes" "small" "big" "meat" "fruit" "round melons" "leafy lettuce" "cartons of eggs" "applesauce--whole apples" "canned corn--fresh corn" "ham comes from pigs" "oranges grow on trees"

4. Doing the laundry

a. Sorting and matching by color, type of clothing, person to whom it belongs (concept development, problem solving)
b. Counting objects (concept development)
c. Measuring - quantity (concept development, fine motor skills)
d. First - Second - Third (process skills, memory, sequencing)
e. Singing and talking about anything (language development)
f. Words and sentences to go along with the concepts and activities such as "same" "different" "dark colors" "light colors" "5 shirts" "dry-damp-wet" "one cup of soap" "wash-rinse-dry"

5. Setting the table

a. Right and left side (concept development)
b. One-to-one matching and counting (concept development)
c. What's missing? (problem solving, memory and observation skills)
d. Placing the objects (fine motor development and patern skills)
e. Colors and properties of things (concept development)
f. Word and sentences to go along with concepts and activities such as "sharp forks" "heavy-light" "fragile-sturdy" "how many plates will we need for you" "daddy and me?" "what do we need to go with our hamburgers?"

6. Riding in a car or walking anywhere

a. Counting objects (concept development)
b. Looking for certain objects (visual perception, concept development)
c. Describing things along the way (concept development, language development, problem solving)
d. Singing or talking about anything (language

development)

e. Words and sentences to go along with concepts and activities such as "skip to the corner" "red stop signs" "what do they do at a post office?" "watch for all the green cars" "the leaves on the tree are turning to the color yellow-what season is it?" "do these houses have porches?"

7. Getting dressed

a. Identifying colors, types and parts of clothing (concept development, observation skills)
b. Talking about weather (concept development, problem solving skills)
c. Putting on clothes - buttoning, zipping, buckling, tying (fine motor development, problem solving)
d. Talking about what child will do that day (language development, planning skills)
e. Deciding what to wear that day (making decisions, problem solving)

Permission granted for reprinting by Home Start Training Center, Millville, Utah

CREATIVE IDEAS FOR UTILIZING THE HOME

I. Health and Safety Related Activities

A. Sensory
1. Gather several items - take a long look - take one away and guess what's missing.
2. What doesn't belong - Example -- arrange knife, fork, spoon, pencil, and encourage correct response.
3. Look out the window and describe what you see.
4. Tape record sounds found in the home - replay and identify sounds.
5. Make sound containers by filling brown paper bags, medicine containers, toilet paper rolls, etc. with rice, water, salt, beans, etc. Incorporate "more or less" into the conversation.
6. Place fruits, vegetables, spoon or any object in sock or paper bag - have child feel and identify.
7. Texture hunt - explore home environment or outdoors for hard, soft, rough, smooth, etc.
   a. Make a list.
   b. Use crayons and paper to pick up texture(rubbings).
   c. Tape cotton balls to soft surfaces.
8. Texture books from collected items.
9. Mud painting.
10. Fingerpaint with shaving cream.
11. Blindfold child and use foods and spices for tasting, smelling and identifying.
12. Water play (kitchen sink or bathtub inside or outside)
    a. Buckets and brushes
    b. Bubbles
    c. Egg beater, measuring cups, bottles
    d. Add color with food coloring
    e. Add scent with extracts
13. Kitchen recipes such as playdough, fingerpainting, paste, etc.
14. Hide music box or clock and have child locate by sense of hearing.

B. Hygiene
1. Handwashing
2. Washing baby dolls with terry cloth mit
3. Washing dishes
4. Toothbrushing

C. Safety
1. Fire
   a. Fire drills - make "EXIT" signs and label outside doors. Start from different rooms of home and find quickest way out.
   b. Practice "Stop, Drop, and Roll"
   c. Color one end of Q-tip to resemble match - scatter around room -- have child locate "match", emphasize "do not touch", and call mother.

2. Home Environment
   a. Safety Hunt - look for overloaded sockets, frayed cords, etc.
   b. Mr. Yuk - Place Mr. Yuk stickers on cleaning supplies, medicine, etc.
   c. Place large cut-out X on dangerous areas such as (1) hot stove, (2) sharp knife drawer, etc.

D. Self-Concept
   1. Body Parts
      a. Games and songs (Hokey Pokey, Head, Shoulders, Knees, and Toes)
      b. Use flour, tape, gummed stars to place on child's body parts and encourage identification.
      c. Trace child's body on several large grocery bags taped together.
         (1) Make life-size puzzle by cutting outline into pieces.
         (2) Take one piece away and guess what body part is missing.
      d. Have child close eyes - cover part of mother's body with plate, pan, or piece of paper - child opens eyes and guesses hidden part.
      e. Circulatory system
         (1) Use flashlight behind fingers/toes to visualize red blood
         (2) Locate pulse on wrist and neck
         (3) Check pulse/run and jump/check pulse again

II. Nutrition

A. Provide a new food experience.
B. Save food labels and make lotto game emphasizing four food groups.
C. Junk food hunt through cupboards and refrigerator.
D. Label grocery bags with letters - shop in cupboards for foods starting with that letter (workjobs, p.22)
E. Unpack and sort groceries.
F. Planting
   1. Vegetables in containers or outside garden.
   2. Beans, sweet potatoes, orange seeds, etc.
   3. Cutting tops of carrots, radishes, etc. and place in water.
G. Picture grocery list - child cuts pictures from magazine, glues to paper uses list when shopping at grocery store.
H. Cereals/Beans/Raisins
   1. Sort
   2. Count
   3. Add and subtract
I. Carve Jack-o-lantern, plant, roast, and glue seeds
J. Make puzzles from large food boxes

K. Magazines/Food ads
1. Find foods all same color, shape, etc.
2. Find foods from four food groups.
3. Circle or cut out numbers, letters, etc.
4. Cut out favorite foods.
5. Make poster of nutritious foods to eat/junk food.
6. Cut out breakfast, lunch, dinner foods.

III. Education

A. Gross Motor
1. Walks: gathering litter, listening, color shape, backward, numeral, letter, etc.
2. Obstacle course inside and outside
3. Walk a line, skip a line, hop a line, etc.
4. Jumping rope.
5. Milk carton scoops--cut off bottom of gallon milk carton saving handle. Throw ball between two scoops.
6. Badminton game - shape clothes hanger into circle and cover with toe end of nylon stocking. Use remainder of stocking to form "birdie".
7. Make instruments from spoons and pans, comb and waxpaper, paper plates trapping beans, etc. and have yourself a marching band.
8. Parent hides object and child identifies where it is found. Example: "It was on the TV".

B. Fine Motor
1. Finger tracing.
a. Trace shapes and grooves of furniture, doors, floor covering.
b. Trace or draw in salt, flour, dirt, shaving cream, etc.
2. Stringing - string macaroni, buttons, cheerios, spools, straws, etc.
3. Tearing scraps of paper
4. Make geoboards from wood or heavy cardboard, nails and rubber bands.
5. Transfer things from one container to another using tongs or pinch clothespin.
6. Correct pencil grasp - have child hold ball of scrap paper in hand while holding pencil.
7. Make puzzles from magazine pictures, cereal boxes, soap boxes.
8. Move objects without looking.
a. Complete easy puzzle with eyes covered.
b. Put shapes in shape sorter with eyes covered.
c. Find objects in sand.

C. Self-Help
1. Use timer for
(a) Dressing skills: putting on shoes, zipping jackets

(b) Picking up toys
(c) Brushing teeth

2. Make cardboard footprint and use to develop lacing.

D. Color Concept

1. Color hunt - put dots, cotton balls, etc. on things in house of that particular color.
2. In home - collect items of a particular color
3. In home - use laundry/match and sort by color
4. In home - look for foods of a particular color.
5. Verbal games of color - "I see something blue..."etc.
6. Lotto games of color.
7. In home go to closets - put on all articles of clothing that are red...mittens, hats, bathing suit, jacket, boots, etc.
8. Relay race - collection of items of various colors. Child runs to collection, takes item across the room to put in a container, runs back to collection area, etc.
9. Arrange items of a color by shade.

E. Shape Concept

1. Using a certain shape (e.g. circle) place it on objects around house of the same shape.
2. Cut out shape pictures - make a shape book or collage.
3. Make shapes using whole/parts of body
4. Using cereal boxes, grocery bag, milk carton, etc. make shape lacing cards.
5. Find shapes in newspaper.
6. Use button supplies or other small items to sort by shape.
7. Draw a different shape on each paper bag (flattened out). Use bean bags, foil balls, plastic lids, rubber canning jar rings, etc. to toss on shape bags and name the shape.
8. Arrange objects found in home (toothpicks, rope, string, twigs, etc.) into shapes.
9. Glue seeds, popcorn, cotton balls, etc. onto shape forms.
10. Use stones or coal outside for drawing shapes. Have individuals jump into, jump over, walk around, etc. the shapes.
11. Paint shapes with water.

F. Letter Concept

1. Name plaques - make name plaque using cardboard, write child's name, find items outdoors such as stick, flowers, etc. to outline name.
2. Practice printing using coal etc. or water--nice to do outside.

3. Mother May I game - define path on floor of a room--flashcards with letters are used for child to define before preceding on path.
4. Shape letters out of used foil.
5. Make puzzle out of large letters.
6. Match letters from magazine, newspaper, etc.
7. Make letters from playdough.
8. Child can pound nails onto his/her name drawn on cardboard, styrofoam, or wood.

G. Number Concept
1. Count chairs, tables, windows, rugs, doors, etc.
2. Count objects outside--trees, stones, flowers blooming, etc.
3. Talk about few, many, more, less while counting things in home or outside.
4. Look for number sets in home/sets of three, etc. (pictures of three flowers)
5. Clip correct number of clothespins on hanger as number card says.
6. Print numerals 1-12 in compartments of egg carton-child puts correct number of raisins, buttons, cereal, etc. in each hole.
7. Go for numeral hunt in home - clock, TV, phone, etc.
8. Using meat tray, print number on one side and dot array on other.
9. Look through newspaper for numbers.
10. Look through magazines for numerals - cut out and glue on paper to make collage or book.
11. Play Go Fish, Old Maid, War and Concentration using playing cards.
12. Toss buttons or chips in paper bag - count how many you get in.

H. Science
1. Hot and cold - Take a thermometer and look at the temperature of hot and cold items (freezer, coffee pot, etc.)
2. Sink and Float - Fill two containers with water (one with a picture of floating the other with a sinking picture) find objects that will float and sink.
3. Living and Nonliving - Find living and nonliving objects in the home. Living objects need water.
4. Objects that dissolve in water - place object in water (cotton, pill, sugar, rice, flour, salt, etc.) See which ones will dissolve.
5. Things that come from animals - look for things in the home that come from animals (eggs, cheese, bacon, rug, etc.)
6. Worm Paint - place mud on a piece of art paper. Place a live worm in the mud. Watch the worm make a design.

7. Terrariums - Use worm and animals.
8. Ant Jar - Fill a baby jar with dirt and ants. Place in a dark closet. Look at the paths that the ants made.
9. Examining worms and insects with a magnifying glass.
10. Air discoveries
    a. Blow bubbles
    b. Fly a kite
11. Look for footprints outside.
12. Using a collection of various magnets, go around the house and place on things they stick to.
13. Search in home and identify things made from wood, plastic, glass, etc.
14. Use flashlight to take apart, put together, shine on objects and name.
15. Using hand mirror and sunlight, name objects light is reflected on.

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